

1 **Appendix A**
2 **Concurrent Resolution 4484**
3 **of 2006**

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7 **H. 4484**
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9 **A CONCURRENT RESOLUTION**
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11 TO REQUEST THE EDUCATION OVERSIGHT COMMITTEE
12 TO INVENTORY AND STUDY ALL FOUR-YEAR-OLD
13 KINDERGARTEN PROGRAMS IN THIS STATE FUNDED IN
14 WHOLE OR IN PART WITH FEDERAL, STATE, OR LOCAL
15 PUBLIC FUNDS; TO REQUEST THE EDUCATION
16 OVERSIGHT COMMITTEE TO DETERMINE THE
17 NECESSARY REQUIREMENTS TO IMPLEMENT A FULL
18 DAY FOUR-YEAR-OLD KINDERGARTEN PROGRAM IN
19 EACH OF THE EIGHT PLAINTIFF SCHOOL DISTRICTS IN
20 THE CASE OF ABBEVILLE COUNTY SCHOOL DISTRICT,
21 ET AL., V. STATE OF SOUTH CAROLINA, ET AL. FOR ALL
22 CHILDREN WHO QUALIFY FOR FREE OR REDUCED
23 PRICED LUNCH AND IN ADDITION TO IMPLEMENT A
24 STATEWIDE FULL DAY FOUR-YEAR-OLD
25 KINDERGARTEN PROGRAM FOR ALL CHILDREN WHO
26 QUALIFY FOR A FREE OR REDUCED PRICE LUNCH; TO
27 REQUEST THE EDUCATION OVERSIGHT COMMITTEE TO
28 COLLABORATE WITH THE OFFICE OF FIRST STEPS TO
29 SCHOOL READINESS IN PERFORMING THESE STUDIES;
30 AND TO SUBMIT THESE REQUESTED STUDIES TO EACH
31 HOUSE OF THE GENERAL ASSEMBLY BY MARCH 15,
32 2006.

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34 Be it resolved by the House of Representatives, the Senate
35 concurring:

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37 That the General Assembly hereby requests the Education
38 Oversight Committee to undertake the following:

39 (1) to inventory and study all four-year-old kindergarten
40 programs in this State funded in whole or in part with federal,
41 state, or local public funds. The study shall include, but not be
42 limited to:

1 (a) a determination of the success of each program using
2 evaluative measures determined or developed by the committee;

3 (b) an analysis of the funding mechanisms of each program
4 and their sufficiency, impact, availability, and correlation;

5 (c) other information relative to the provision or operation of
6 four-year-old kindergarten programs as the committee deems
7 appropriate.

8 (2) to determine the necessary requirements to implement a full
9 day four-year-old kindergarten program in each of the eight
10 plaintiff school districts in the case of Abbeville County School
11 District, et al., v. State of South Carolina, et al. for all children who
12 qualify for free or reduced priced lunch;

13 (3) to determine the necessary requirements to implement a
14 statewide full day four-year-old kindergarten program for all
15 children who qualify for free or reduced price lunches;

16 (4) to collaborate with the Office of First Steps to School
17 Readiness in performing the studies provided in subsections (1),
18 (2), and (3); and

19 (5) to submit the requested studies to each house of the General
20 Assembly by March 15, 2006.

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22 Be it further resolved that a copy of this resolution be forwarded to
23 the Education Oversight Committee and the Office of First Steps
24 to School Readiness.

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Appendix B Agency Program Inventory

Inventory of Publicly Funded Preschool Programs
SC Education Oversight Committee Data Collection, February 2006
Pursuant to Concurrent Resolution 4484, SC General Assembly, 2006

Please indicate “NAV” if data are not available, “NAP” if not appropriate.

ACCESS

Access 1: Please attach a list of sites (with physical addresses) in which program is implemented in FY 2006.

Agency/Program	Response
Department of Social Services	<p>Licensing: There are approximately 3500 regulated child care providers in the state. A listing of those can be found on the website at www.dss.state.sc.us/dss.</p> <p>ABC Voucher System: See attached breakdown of provider types. Because of parental choice requirements, DSS can pay for child care services delivered by family, friends or neighbors, which is usually referred to as Self Arranged Care. A listing of sites would include approximately 1600 individual names and addresses.</p>
First Steps	See Attachment for Programs implemented in FY 05 and FY 06.
Office Exceptional Children - SDE	<p>Programs for preschool with disabilities are available in all school districts. In addition to services provided through local school districts in local district facilities, some children receive services in the Head Start program through the school district in Head Start settings, or in school settings; some children receive services in the Head Start setting through the Head Start program; some children receive services in programs provided by other state agencies.</p> <p>To the extent consistent with the number and location of children with disabilities in the area served by the applicant agency and who are enrolled in nonpublic elementary and secondary schools, provision has been made for participation by such children in programs and projects, if applicable</p>
Office Early Childhood – SDE	See attached list of schools, ECE Coordinators and Even Start Coordinators

Access 2: List agencies or organizations eligible to provide program.

Agency/Program	Response
Department of Social Services	<p>Licensing: NAP</p> <p>ABC Voucher System: Regulated child care facilities and those meeting exemption requirements can provide child care services to ABC eligible clients. Church programs, by state law, must be licensed to participate. The selection of the facility is based on parental choice.</p>

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First Steps	First Steps contracts with both public school districts and private/community-based entities for the provision of 4K services. This report details the initiative's efforts in non-school district settings. (For the sake of this inventory, First Steps-funded classrooms operating within public school districts will be reported within the SDE's submission in an effort to ensure unduplicated counts.) These non-district classrooms, often referred to as First Steps "Public Private Partnerships," have operated in private settings (ex. childcare centers), community-based settings (ex. YWCA, United Way) and in faith-based settings (ex. St. Anthony of Padula Catholic School).
Office Exceptional Children - SDE	Local school districts, Head Start programs, and some State-operated programs.
Office Early Childhood - SDE	Public schools are eligible but may contract with appropriate groups and/or agencies to provide part of the entire program. The school district is charged with the responsibility of maintaining compliance with the regulations governing 4-K.

Access 3: Program operation schedule (please indicate if local sites implement different schedules):

Daily hours of operation:

Daily hours of instruction:

Weekly Operating schedule:

Yearly operating schedule:

Agency/Program	Response
Department of Social Services **	Licensing: NAP - Child care facilities determine their schedules. ABC Voucher System: NAP - Child care facilities determine their schedules.
First Steps	While the daily hours of operation vary slightly across individual sites (and typically include the option of wrap-around care before and after the program day), the educational program for all sites is defined as a required 6 ½ hour school day. Daily hours of operation: 7:00 a.m. to 6:00 p.m. (Typical) Daily hours of instruction: 8:30 a.m. to 3:00 p.m. (6 ½ hour school day) Weekly Operating schedule: Monday to Friday Yearly operating schedule: 180 instructional days, following the calendar of the local school district (typically August-May)
Office Exceptional Children - SDE	NAV
Office Early Childhood - SDE	School districts may offer full day (6.5 hours) or half day programming (2.5 or 3 hours). Daily hours of operation: Programs usually operate on half day and full day schedules. Start time is between 7:30 a.m. and 8:00 a.m. Ending time for half-day is 10:30 a.m. or 11:00 a.m., (half-day programs must utilize two and a half to three hours of classroom instructional time). Full-day programs operate between 7:30 a.m. or 8:00 a.m. until the end of the normal school day. (R 43-264.1 Section IV B program length 2.5 hours for 180 days of service to children). After school programs that include four-year-olds are available in twenty schools. These programs provide care for children until 5:30p.m. Or 6:00 p.m. (Data provided by 2005–2006 survey)

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	<p>Daily hours of instruction: Two and a half hours or six and a half hours of high quality instruction Weekly Operating schedule: Monday - Friday Yearly operating schedule: One Hundred Eighty days</p> <p>Summer Programs: There are twenty-five districts that provide a summer program for at- risk four-year-olds. The programs operate from 8 a.m. to 12 p.m., or 8:30 a.m. to 2 :00 pm. (Data collected on 2005–06 survey) Programs were either four weeks in length or six weeks in length. These programs were either Even Start programs (nineteen programs) or locally designed programs (six). The curriculum used in most of the school-based programs was Creative Curriculum and/or local programming.</p> <p>Attached is an Even Start Program list.</p> <p>The Count Down to Kindergarten program (First Steps) worked with 1,377 four-year-old children in a six-week home visiting program. This program was collaboration between First Steps, South Carolina Department of Education (SDE) and local school districts. The six home visits were about an hour in length.</p>
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Access 4: Does funding depend on operating schedule (if yes, describe)?

Agency/Program	Response
Department of Social Services**	<p>Licensing: NAP</p> <p>ABC Voucher System: Child care providers are paid based on their weekly rate per child (not to exceed established ABC Program rates). Rates are calculated for part-time and full-time care.</p>
First Steps	No, all public-private programs operate full-day schedules. (Note, however, that within school district funded programs there are instances where FS provides partial funding to expand half-day programs to full-day schedules.)
Office Exceptional Children - SDE	No
Office Early Childhood - SDE	<p>Yes, The state EIA funds half-day programs only. However the local school districts may offer additional half-day programs or full-day programs using local dollars, Title1, First Steps, or grant money. In the thirty-six plaintiff districts, eight provide both half- and full-day instruction, nine provide only half-day and nineteen school districts provide only full-day instruction (Early Assets Study).</p> <p>Information from the EOC Coordinator's Survey 2003 – (Brown & Potter, 2003):</p> <p>“Question 17: Are you aware of other children in your area who need to be served, but are not? If yes, please list specific reasons.</p> <p>District early childhood coordinators reported an awareness of children in their area who needed to be served but were not. Approximately 66 percent of the coordinators had knowledge of eligible children who were not being served through child development programs. The most frequent reasons coordinators gave for lack of enrollment were primarily available funding and included (a) funding not available to hire additional teachers or provide classes, (b) insufficient classroom space available,</p>

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and (c) lack of transportation.

Funding and Sources of Funds

Funding and sources of funds was the third category in which early childhood coordinators responded to a series of questions and their responses are delineated below.

Question 21: For the children enrolled in your four-year-old child development program, do you have sufficient funding to meet their developmental and school readiness needs?

As indicated in Table 9, about 53 percent of the early childhood coordinators reported that they had less than sufficient funding to meet the developmental and school readiness needs of the children enrolled in their child development programs.

Table 9: Sufficient Funding to Meet Child Development and School Readiness Needs

Response	Number	Frequency	Percent
Completely	73	1	1.37
For the most part	73	33	45.21
To a limited degree	73	31	42.47
Not at all	73	8	10.96

Access 5: Does program provide extended day services, and, if so, with whom (describe if yes; include funding sources, amounts, number served)?

Agency/Program	Response
Department of Social Services	<p>Licensing: NAP</p> <p>ABC Voucher system: Child care services may be provided for extended day services. Funding sources are Child Care and Development Fund (CCDF) and Social Services Block Grant (SSBG). A description of child care funding is attached. Since child care data is based on either part-time or full-time attendance, data is not available on extended day or wrap-around services.</p>
First Steps	Yes, tuition-based wrap-around care and extended day services are provided on site. In some cases this service is provided on a sliding scale based upon family income or provided at a discounted rate through use of ABC childcare vouchers. The number served varies by site.
Office Exceptional Children - SDE	NAP
Office Early Childhood - SDE	Sixty school districts reported that they provide extended day services in their schools. The sixty school districts reported they provide extended day programs. They are funded by Title 1, First Steps, ACT 135, and 21st Century and grants. We have twenty school districts that provide some level of care after the school day. The funding is provided by ABC Voucher subsidized program and/or parent tuition, Title 1, 21st Century grants. Total amount of funding reported was \$2,103,729 plus some parent co-pay (per ABC vouchers system) this data was collected on the 2005–2006 survey. In many cases school districts also

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	<p>provide bus transportation to local childcare centers, Boys and Girls Club and YMCA programs for after school day extended services.</p> <p>Information from the EOC Teacher Survey 2003 states – (Brown & Potter, 2003):</p> <p>“Question 27: Of the children enrolled in your classroom, how many also attend any of the following programs?</p> <p>Dual Enrollment</p> <p>Child development teachers were asked a question about educational and childcare services children received in addition to their students’ child development program. We estimated that about 3,000 preschoolers received services in center-based childcare, licensed family day care, or another formal preschool program. In addition, slightly over 1,000 more young children receive some other type of preschool educational or childcare service. Given that many families may choose to or have to depend on family members for childcare, the rough estimate of 4,000 children probably represents a very conservative estimate of the need for full-day educational services.</p> <p>Question 31: Of the children enrolled in your classroom, how many also attend any of the following programs?</p> <p>Table 26 shows the number of teachers who reported that some of their students were also enrolled in other community-based programs (i.e., dual enrollment). Information concerning dual enrollment is delineated below in Table 26.</p> <p>Table 26: Attendance of Children in Additional Programs</p> <table><tr><th>Program</th><th>Number</th><th>Mean</th><th>SD</th><th>Median</th></tr><tr><td>Center-based child care</td><td>367</td><td>5.06</td><td>4.17</td><td>4.00</td></tr><tr><td>Licensed family day care home</td><td>245</td><td>3.07</td><td>2.67</td><td>2.00</td></tr><tr><td>Another formal preschool program</td><td>98</td><td>4.21</td><td>5.16</td><td>2.00</td></tr><tr><td>Other</td><td>118</td><td>9.04</td><td>9.26</td><td>5.00</td></tr></table>	Program	Number	Mean	SD	Median	Center-based child care	367	5.06	4.17	4.00	Licensed family day care home	245	3.07	2.67	2.00	Another formal preschool program	98	4.21	5.16	2.00	Other	118	9.04	9.26	5.00
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Access 6: Does program provide comprehensive (“wrap-around”) services, and, if so, with whom (describe if yes; include funding sources, amounts, number served)?

Agency/Program	Response
Department of Social Services	<p>Licensing: NAP</p> <p>ABC Voucher System: Wrap-around child care services are provided for children in school or attending Head Start programs. Funding sources are Child Care and Development Fund (CCDF) and Social Services Block Grant (SSBG). A description of child care funding is attached. Since child care data is based on either part-time or full-time attendance, data is not available on extended day or wrap-around services.</p>
First Steps	The provision of comprehensive services varies by program. In targeted cases, 4K participants and their families are also participants in FS-funded parenting and school transition programs such as Parents as Teachers and Countdown to Kindergarten.

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Office Exceptional Children - SDE	NAP
Office Early Childhood - SDE	<p>The public school system provides the following additional services for children and families: mental health, social work, guidance counselors, food service, comprehensive health assessment (if deemed necessary), transportation, certified teacher, nurse in many schools, special education services, dental screening, mental health services, vision services, speech and language screening and Parenting Education/Family Literacy personnel. 17,768 children are served with these comprehensive services. 17,768 families have access to some or all of the services provided by the Parenting/Family Literacy programs as well as adult education and vocational education.</p> <p>Families and children served through state funded family literacy programs receive high quality, intensive, integrated services of parenting education, adult education, early childhood education (childcare or pre-kindergarten), and interactive early literacy intervention activities.</p> <p>See attached information on Family Literacy</p>

Access 7: If not all eligible students could be served, please provide reason(s):

Availability of personnel:

Availability of classroom/physical space:

Families need full-day (e.g., 7:30-5:30) service:

Lack of transportation:

Other (list):

Agency/Program	Response
Department of Social Services****	<p>Licensing: NAP</p> <p>ABC Voucher system: Eligible families are those with children under age 13 (or older if a child is disabled), who need child care to be involved in work, education, or training, and have incomes at or below 150% of the poverty level. Parents must need a minimum of 15 hours per care per week.</p> <p>Although no waiting list for child care vouchers is maintained in SC, it is estimated that approximately 20% of children who might meet eligibility criteria for child care vouchers actually receive them due to lack of adequate state and federal funding. This is a national dilemma; throughout the United States, only about one in seven children eligible for federal child care assistance receives help because of limited funding.</p>
First Steps	Because these Public-Private Partnership classrooms are small in number and typically exist as either pilot or stand alone 4K expansion sites (as opposed to being part of larger multi-site and multi-classroom programs like those operated by school districts), the lack of available slots is the most prominent reason for any such failure. Each classroom can accommodate a maximum of 20 children, after which eligible students would be placed on a waiting list.
Office Exceptional Children - SDE	NAP

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Office Early Childhood
- SDE

Schools reported the following reason as to why they do not have extended programs (Collected on the 2005–2006 survey):

- Availability of personnel: forty-five programs site personnel as a reason
- Availability of classroom/physical space: twenty-four districts reported this as a problem
- Families need full-day program (e.g., 7:30-5:30) service: twenty districts
- Lack of transportation: three districts

Information provided from the EOC Coordinator's survey – (Brown & Potter, 2003):

“Question 17: Are you aware of other children in your area who need to be served, but are not? If yes, please list specific reasons.

District early childhood coordinators reported an awareness of children in their area who needed to be served but who were not served. Approximately 66 percent of the coordinators had knowledge of eligible children who were not being served through child development programs. The most frequent reasons coordinators gave for lack of enrollment were based primarily on available funding and included (a) funding not available for additional teachers and classes, (b) insufficient classroom space available, and (c) lack of transportation.

Questions 18 and 19: Is there a waiting list for enrollment into your program? If yes, how many are on the waiting list?

Approximately 63 percent of early childhood coordinators indicated they had a waiting list for enrollment in their program. Table 7 presents a summary of the number of children on waiting lists for districts. As indicated in the table, the numbers of students on a waiting list ranged from four students to four hundred fifty preschoolers. The average number of students on a waiting list was fifty preschoolers with a standard deviation of seventy-eight students. The median number of students on a waiting list was thirty preschoolers.

Table 7: Number on Waiting List

	Number	Min.	Max.	Mean	SD	Median
Waiting list	33	4.00	450.00	50.30	77.86	30.00

Question 20: What are the reasons for your waiting list?

Table 8 shows the reasons early childhood coordinators reported for waiting lists in their districts.

Table 8: Reasons for Waiting List

Reasons	Number	Frequency	Percent
Personnel	74	39	53
Classroom/Physical space	74	33	45
Family needs full-day	74	24	32
Transportation	74	6	8
Other			
Parental refusal	74	1	1 “

Other (list): School districts have collaboration with childcare/ Boys and Girls Club and Head Start programs.

Access 8: Describe how services are provided to preschoolers having special needs.

Agency/Program	Response
Department of Social Services**	<p>Licensing: NAP</p> <p>ABC Voucher System: Special needs children receive priority for CCDF funding and vouchers have been allocated for this population. In addition, DSS contracts with the USC Center for Disability Resources, at the USC School of Medicine, to provide services to families and child care providers caring for children with special needs. These funds are used to remove physical barriers to caring for this target population. Special needs children are served based on their age, developmental level, and individual needs, and the Center can provide on-site nursing services to child care providers to show them how to care for a special needs child (for example, teaching a provider to test for blood sugar).</p>
First Steps	<p>Children identified as needing early intervention services and/or related services under the Individuals with Disabilities Education Act (IDEA) shall not be denied access to the 4K program. Private 4K providers participating in this program are required to collaborate with the local school district in determining whether a child may have special needs that would qualify him/her for special education services. The child's Individualized Education Plan (IEP) and recommendations from the local school district determine appropriate special education placement and related services.</p> <p>When private 4K providers refer a child suspected of having disabilities to the local school district, the referral request must be submitted in writing to the special education coordinator. School districts are requested to give priority for testing children in these private 4K programs and providing needed services, preferably at the location where the children are receiving private 4K services so that disruptions in their 4K program activities are minimized.</p>
Office Exceptional Children - SDE	<p>Services to preschool children with disabilities are delivered mostly in one of the following four program models:</p> <p>Inclusive setting with Itinerant Services: A program designed to serve preschool children with disabilities within the regular education classroom. Itinerant teachers work with the child in the regular classroom setting or in short pullout session with consultation with the regular education teacher. Emphasis is on helping the child succeed in the regular routine of the class with modifications and adaptations.</p> <p>Self-Contained Model: A program where the child attends a special class with pupils of similar developmental progress. Emphasis is on making the child successful in meeting the curriculum goals outlined in the IEP and structured into the special environment of the class.</p> <p>Homebased Model: A program conducted in the child's daytime environment that usually includes parent/primary caretaker training.</p> <p>Itinerant Speech Impaired Model: A program in which a child receives speech therapy individually or in a group setting.</p> <p>To the extent consistent with the number and location of children with disabilities in the area served by the applicant agency and who are enrolled in nonpublic elementary and secondary schools, provision has been made for participation by such children in programs and projects, if applicable</p> <p>The model for three- and four-year-old children is half-day, if that is what is available for non-disabled children, and full-day for</p>

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	four-year olds if that is what is available for non-disabled children. The IEP team determines the appropriate hours of service for each child. For example, the IEP team may determine that the most appropriate services for a four-year old is for the child to spend half a day in a special education class and the other half of the day in a 4K class with typically developing peers.
Office Early Childhood - SDE	If the child is serviced through Baby Net, the services will be continued by the school district when the child reaches age three. Children who are not identified through Baby Net can be referred based upon DIAL 3 scores, and/or parent, physician, or teacher referrals. Every child who is identified is provided and IEP, and all items written in the IEP must be followed. Special Education services may be in self-contained classrooms or in inclusive classrooms. Special Education children are served in 4-K classrooms as well as self-contained classrooms.

Access 9: Is transportation provided? If so, through public schools, private provider, etc.?

How many students receive transportation?

Please indicate if transportation needs for student attendance are met, and, if not, barriers to meeting transportation needs.

Agency/Program	Response
Department of Social Services**	<p>Licensing: DSS does not pay for transportation services. However, some child care providers do transport children. If transportation is provided, it must meet the requirements of Section 114-505 I of the child care regulations, which includes compliance with ratios, provision of adequate supervision, arrangements for safe pick-up and drop-off, and maintenance of emergency information in the vehicle. These regulations may be accessed on the DSS website at www.state.sc.us/dss.</p> <p>ABC Voucher System: Some child care facilities provide transportation services as a component of the total child care services offered. They may offer pick-up from 4K, 5K and school programs at identified schools near the center. When they do not, parents are responsible for providing transportation for their children. The ABC Program does not pay a separate fee for transportation services to and from child care facilities.</p>
First Steps	Transportation is provided primarily by parents. While the program guidelines require that "each provider...shall develop and implement a transportation plan" for participating children, and are encouraged to collaborate with local school districts, these collaborative efforts are often stymied by liability concerns and prohibitive costs. Contributing to this problem is the fact that students participating in these public-private sites often represent more geographically diverse populations than do school district programs serving children within narrowly defined neighborhood zones. Programs are prohibited from charging parents for transportation costs.
Office Exceptional Children - SDE	Transportation may be provided as a related service. In addition, transportation might be provided between a child's home or private school and a service site if necessary for the child to benefit from or participate in the services offered, LEAs are not required to provide transportation between the child's home and private school. We do not maintain data on the number of students receiving transportation services.
Office Early Childhood - SDE	<p>The state regulations R43-80 require that any child who lives 1 mile from the school may receive school district transportation to the program and back home or to a stop agreed upon by the parent (such as a childcare center).</p> <p>How many students receive transportation?</p> <p>16,208 children are eligible for school bus transportation. 1,560 children were reported as either walkers or car riders. (Data from 2005–2006 survey)</p> <p>Please indicate if transportation needs for student attendance are met, and, if not, barriers to meeting transportation needs.</p>

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	<p>Transportation for public school children is met because it is required in state regulation. However, it will be necessary to provide additional buses to the state fleet to ensure that any child who qualifies for the program will have transportation.</p> <p>Information that was provided on the EOC Coordinators' survey 2003 – (Brown & Potter, 2003):</p> <p>“Question 27: Does your district provide transportation to children enrolled in your four-year-old child development program?</p> <p>Approximately 99 percent of the early childhood coordinators indicated that their district provided transportation to children in their child development programs.”</p>
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Access 10: How is availability of program publicized or communicated to parents, referral sources, and the general public?

Agency/Program	Response
Department of Social Services	<p>Licensing: DSS workers disseminate information to the general public, including parents, foster parents, and other eligible families, through speaking engagements, program resource materials, and website information. Each of the 4 regional offices has a toll-free number so that information can be readily available to everyone at no cost. This number may also be used to register complaints about child care providers.</p> <p>DSS also contracts with a statewide Child Care Resource and Referral network to provide consumer awareness information and provide parents with referrals to facilities that can meet the family's individual needs.</p> <p>Facilities are required to include their license/registration number in all advertisements and to post their license or registration at the facility. Information is available at www.state.sc.us/dss for parents regarding specific facilities, types of programs, and complaint histories (DSS has just begun posting complaint history information).</p> <p>ABC Voucher System: DSS workers disseminate information to the general public through speaking engagements, program resource materials, and website information. DSS also contracts with a statewide Child Care Resource and Referral network to provide consumer awareness information and provide parents with referrals to facilities that can meet the family's individual needs. The Network also disseminates information about the ABC Voucher system.</p>
First Steps	The availability of the program is publicized through newspaper advertisements, local school districts, DSS, Head Start, agency partners, the faith community and parenting programs.
Office Exceptional Children - SDE	Through local and state Child Find campaigns, as part of the mandate of the Individuals with Disabilities Education Act.
Office Early Childhood - SDE	<p>Public announcements are required in state regulation R 43-264.1 II.A. The district shall make substantial efforts to publicize the availability of the program for four-year-olds, and for three-year-olds if appropriate. Public awareness is done by radio, newspaper, flyers, word-of-mouth, doctor referrals, agency referrals, Child Find, announcements in churches as well as civic meetings and district communication. Each district decides how they will provide public announcement notification.</p> <p>According to the EOC Coordinator's survey 2003 – (Brown & Potter, 2003):</p> <p>“Public Awareness and Community Involvement</p> <p>Early childhood coordinators were asked to respond to four questions concerning public awareness and community</p>

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	involvement and their responses are delineated below.		
	Question 39: How do you publicize availability of your four-year-old child development program to parents, referral sources, and the general public?		
	Table 35 shows information about how the early childhood coordinators publicized the availability of their child development programs to parents, referral sources, and the general public. Approximately 97 percent of the coordinators indicated publicizing through the newspaper. Additional methods of publicizing preschool programs are delineated below in Table 35.		
	Table 35: Public Awareness of Program		
	Publicity	Number	Frequency
	Newspaper	73	71
	Contact with families of former students	73	56
	Contact with community groups	73	55
	Contact with community service providers	73	53
	Brochures	73	47
	Open house	73	46
	Radio and TV	73	39
	Community developmental screenings	73	21
	Speakers	73	15
	Other	73	32
			Percent
	Newspaper	73	97.3
	Contact with families of former students	73	76.7
	Contact with community groups	73	75.3
	Contact with community service providers	73	72.6
	Brochures	73	64.4
	Open house	73	63.0
	Radio and TV	73	53.4
	Community developmental screenings	73	28.8
	Speakers	73	20.5
	Other	73	43.8

ELIGIBILITY REQUIREMENTS

Eligibility 1: What is minimum age for eligibility (provide birth date cut-off for program eligibility)?

Agency/Program	Response
Department of Social Services**	Licensing: NAP. ABC Voucher System: The ABC Voucher System serves children birth through age 12. Children up to age 19 are eligible if they meet special needs criteria.
First Steps	The child must be four on or before September 1 of the program year.
Office Exceptional Children - SDE	An IEP must be developed and services in place for eligible children beginning on their third birthday
Office Early Childhood - SDE	A child must be four-years-old on or before September 1st R 43-264.1 II.A

** This form will include information about the Child Care Licensing Division at the Department of Social Services. It should be noted that the Department's Licensing program neither funds nor operates child care services.

Eligibility 2: What is maximum age for eligibility?

Agency/Program	Response
Department of Social Services**	Licensing: Regulations apply to children in care from birth through age 15, or up to 18 years if they qualify as special needs. Regulations may be accessed at www.state.sc.us/dss . ABC Voucher System: Same as response to Eligibility 1.
First Steps	Children eligible to attend 5K (those turning 5 on or before Sept. 1 of the program year) are considered ineligible to participate.
Office Exceptional Children - SDE	Services under the Preschool Grant are available to students until the child's sixth birthday. A determination must be made as to whether or not the child meets the eligibility requirement school-age services by the child's sixth birthday.
Office Early Childhood - SDE	Four years and eleven months and thirty-one days. A five-year-old may be served if stated in their IEP.

Eligibility 3: What is the maximum number of years student can attend the program?

Agency/Program	Response
Department of Social Services**	Licensing: NAP ABC Voucher system: There is no maximum limit as long as the family continues to meet eligibility requirements.
First Steps	One
Office Exceptional Children - SDE	No maximum number of years; the sixth birthday is the cutoff.
Office Early Childhood - SDE	A student can attend the 4-K program for one year unless the IEP states differently.

Eligibility 4: Does the program have a focus on providing services to at-risk children? If so, please provide definition used for identifying "at-risk" children.

Agency/Program	Response
Department of Social Services**	Licensing: NAP ABC Voucher System: Federal regulations require that the majority of child care funds be spent on at-risk children; at-risk has been defined as those receiving DSS services through the Child Protective Services, Foster Care, or TANF (welfare) programs. Special needs children also receive priority for funding.
First Steps	Yes, priority must be given to children at highest "risk of early school failure." All students are screened using the DIAL-3. Children identified as receiving top priority are those possessing three or more of the risk factors listed below, with DIAL-3 scores used to help further prioritize applicants. Risk factors include: <ul style="list-style-type: none"> a. Low birth weight (below 5 pounds, 8oz) b. Documented health or developmental delays c. Single parent status d. Parents who have not graduated from high school e. Children from homes whose primary language is something "other than English"

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	f. Homelessness: g. Children whose families are currently receiving family literacy services within the district; h. Family income below the federal poverty rate i. A sibling of children on free and reduced lunch.
Office Exceptional Children - SDE	NAP
Office Early Childhood - SDE	Regulation 43-264.1 Public Schools 4-K programs are established and provide for the education of three-and four-year-old children who have predicted significant readiness deficiencies. EIA funds must target the children most in need of services.

Eligibility 5: What are criteria for enrollment in program (describe):

Child age:

Developmental screening results:

Parent's education level:

Family income:

Prior or concurrent enrollment of sibling or other relative:

Other:

Agency/Program	Response
Department of Social Services **	Licensing: NAP ABC Voucher System: In order to be eligible for ABC Vouchers, all parents residing in the same household must be working, in school, or in training. They must need a minimum of 15 hours of care per week. In addition, household income must be at or below 150% of poverty. Children may be served from birth through age 12, or though age 19, if they are a special needs child.
First Steps	<u>PRIORITY FOR ENROLLMENT:</u> Child age: Four Developmental screening results: Demonstrate low score (bottom 25%) on Dial-3. Parent's education level: Less than high school diploma Family income: Follow the income eligibility guidelines for free and reduced price meals Prior or concurrent enrollment of sibling or other relative: Same as above Other: Proof of eligibility (birth certificates, official medical documents or official documents from other countries) must be on file the day the children enroll in the 4K class. Children cannot be denied participation on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1976); or disability (Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act of 1997) in educational programs.
Office Exceptional Children – SDE	See Eligibility item #5
Office Early Childhood - SDE	Child age: R 43.264. The child must reach three-or four-years old by September 1 and have a Birth Certificate. Developmental screening results:

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DIAL 3 Screening R43-264.1 states a screening instrument approved by the State Department of Education for use in determining each child's development level. The State Department Assessment Committee chose the DIAL 3 screening tool, after reviewing other assessment tools.

Parent's education level:

Forty-four districts use parent education level as one of the risk indicators for the child to be enrolled. Ten districts reported that they consider parent education level as part of the school district "at-risk" factors but it is not required in the weighted criteria for enrollment. This data was collected for the 1A.66. Proviso (SDE-EIA: Early Childhood Assets Review) from the funds appropriated for EIA Four-Year-Old Early Childhood, the Department of Education shall utilize up to \$300,000 to institute a plan for reviewing, on a district basis, early childhood assets of schools and districts based on State Early Childhood Environment Rating Scores, 4-K entry DIAL 3 scores, and South Carolina Readiness Assessment Reports. To accomplish this, the department shall use reports that analyze program assets and provide guidance to local schools on the effective use of the reports to enhance quality gaps.

A committee was developed of district personnel to develop statewide "At-Risk" weighted criteria to be used in partnership with the DIAL 3 screening tool for enrollment purposes. EOC report 9-30-2003 provided the following recommendation: Based on two years of descriptive evaluation and our understanding of high-quality preschool services to enhance young children's school readiness, we make the following five recommendations:

- (a) Clear criteria for what constitutes at risk status for young children and their families should be widely disseminated and accessible to the general public

Information from the EOC Coordinator's survey 2003 – (Brown & Potter, 2003):

"Question 14: Are these criteria prioritized to determine a child's enrollment in your program? If yes, indicate priority.

Approximately 73 percent of the early childhood coordinators reported prioritizing the criteria to determine a child's enrollment in the program. The top five criteria were:

- (a) Child's age,
- (b) Developmental screening results,
- (c) Educational level of parents,
- (d) Family income, and
- (e) Prior enrollment of a relative.

Question 15: List each step in order for enrollment of children in your four-year-old child development program.

The early childhood coordinators indicated that the initial five steps for enrollment of children in the child development program were:

- (a) Registration process (e.g., birth certificate, immunizations, residency),
- (b) Screening process,
- (c) Selection of eligible children,
- (d) Parents notified of status (acceptance, rejection, or on a waiting list), and
- (e) Establish a waiting list, when indicated."

Family income:

All EIA funding is based on Free and Reduced Lunch count of 5-K children. R 43-264.1

Prior or concurrent enrollment of sibling or other relative:

According to the EOC Coordinators Survey 2003 Report – (Brown & Potter, 2003):

“Table 5 presents the early childhood coordinators’ responses about the criteria used for enrollment of children in the district’s child development program. The most frequently indicated criterion used for enrollment of children in the child development programs was a child’s age (97 percent) and developmental screening results were used almost as frequently as a criterion for enrollment (96 percent). The least frequently indicated criterion used to determine enrollment was prior enrollment of a relative such as a cousin, brother, or sister (15 percent).

Table 5: Criteria Used for Enrollment of Children in Child Development Programs

Criteria	Number	Frequency	Percent
Child’s age	74	72	97.3
Developmental screening results	74	71	95.9
Parent’s education level	74	43	58.1
Income	74	34	45.9
Prior enrollment of a relative such as cousin or brother	74	11	14.9
Other	74	32	43.2

Other: Additional risk factors that districts use:

The following additional risk factors are used by some districts:

- Incarceration of parent,
- Abusive adult (confirmed documentation),
- Alcoholism (confirmed documentation),
- Parent less than eighteen-years-of-age (at birth of first child),
- Less than high school education – GED,
- Less than ninth grade education,
- ESOL,

Family status:

- Single parent,
- IEP’s,
- Handicap of caregiver or family member,

	<ul style="list-style-type: none"> • Cancer, • Traumatic events (death of parent,) <p>These will be included in the 2006–2007 weighted criteria form to determine enrollment.</p>
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Eligibility 6: Describe how eligibility criteria are prioritized and/or combined to determine a child's enrollment in program.

Agency/Program	Response
Department of Social Services**	<p>Licensing: NAP</p> <p>ABC Voucher System: Priority for funding is given to TANF (welfare) recipients/former recipients, children involved in the child protection system, and special needs children.</p>
First Steps	Priority to children possessing three or more risk factors, with DIAL-3 used to further prioritize acceptances.
Office Exceptional Children - SDE	<p>From Criteria for Entry Into Programs of Special Education for Students with Disabilities: State Board of Education Regulation 43-243.1</p> <p>A. General Requirements</p> <p>These criteria for entry into programs of special education for students with disabilities will be used by all members of the multidisciplinary team, who may include school psychologists, speech-language therapists, and other persons responsible for the identification and evaluation of students with disabilities. The federal definitions for all categories of disabilities have been used, as included in the Individuals with Disabilities Act (IDEA), with one exception. The definition from the S. C. Code Ann. (Supp. 2000) was utilized for a Preschool Child with a Disability. All examiners, however, must be appropriately credentialed or licensed and should have completed training that is directly relevant to the assessment procedure being conducted. Examiners may administer supplementary measures such as curriculum-based assessments to gain additional information.</p> <p>The categories of educable mental disability, trainable mental disability, and profound mental disability have been merged into one category called "mental disability" (MD), in line with the federal definition of the term. This incorporation has been done solely for the purposes of evaluation and initial service identification and will not affect the programming decisions that will be made for these students through the individualized education program (IEP) team. The IEP team must determine placement of all students.</p> <p>All evaluation procedures must ensure that the following minimal requirements are met:</p> <ol style="list-style-type: none"> 1. Tests and other evaluation materials used to assess a student suspected of having a disability are selected and administered so as not to be discriminatory on a racial or cultural basis and are provided and administered in the student's native language or other mode of communication unless it is clearly unfeasible to use that language or any mode of communication. 2. Materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than

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	<p>measuring the student's English language skills.</p> <ol style="list-style-type: none"> 3. A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the student, including information provided by the parent and information related to enabling the student to be involved in and progress in the general curriculum (or for a preschool child to participate in appropriate activities) that may assist in determining whether the student is one with a disability and what the content of the student's IEP should be. 4. Any standardized tests that are given to a student have been validated for the specific purpose for which they are used and are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions, such as the qualifications of the person administering the test or the method of test administration, must be included in the evaluation report. 5. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient. 6. Tests are selected and administered so as best to ensure that if a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure). 7. No single procedure is used as the sole criterion for determining whether a student has a disability and for determining an appropriate educational program for the student. 8. The student is assessed in all areas related to the suspected disability, including, if appropriate, his or her health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. 9. In the assessment of each student with a disability, the methods of evaluation are sufficiently comprehensive to identify all of the student's special education and related-services needs, whether or not they are commonly linked to the category in which the student is suspected of having a disability. 10. Each school district/agency uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. 11. Each school district/agency uses assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the student. <p>B. Preschool Child with a Disability</p> <ol style="list-style-type: none"> 1. Definition A Preschool Child with a Disability means a child ages three, four, or five whose developmental progress is delayed to the extent that a program of special education is required to ensure his/her adequate preparation for school-age
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experiences.

2. Eligibility Criteria

A multidisciplinary evaluation team that includes a teacher or other specialist with knowledge in early childhood education may determine that a preschool child has a disability and is eligible for special education and related services, if appropriate, if the evaluation information collected from multiple sources verifies one or more of the following:

- a. The child's scores on a standardized norm-referenced test are at least two standard deviations below the mean in one or more of the following five areas: cognition, communication, motor, activities of daily living, or social/emotional development (the child's scores in the area of social/emotional development will be two or more standard deviations discrepant from the mean in a maladaptive direction); or
- b. The child's scores on a standardized norm-referenced test are at least one and one-half standard deviations below the mean in two or more of the following five areas: cognition, communication, motor, activities of daily living, or social/emotional development (the child's scores in the area of social/emotional development will be one and one-half standard deviations discrepant from the mean in a maladaptive direction); or
- c. The child meets specified state eligibility criteria for any of the following disabilities:
 - (1) speech or language impairment,
 - (2) orthopedic impairment,
 - (3) visual impairment,
 - (4) deafness and hearing impairment,
 - (5) other health impairment,
 - (6) deaf blindness,
 - (7) autism,
 - (8) traumatic brain injury, or
 - (9) multiple disabilities.

3. Evaluation

The following evaluation components are required for children who do not meet one or more of the criteria specified in item 2c, above:

- a. Documentation of vision, hearing, and speech-language screening conducted within the past twelve months.
- b. A developmental history, of the child that includes a summary of his or her demographic, developmental, educational, and medical history obtained from a parent or primary caregiver.
- c. Documentation of a structured observation of the child in a typical or otherwise appropriate setting (wherever the child spends the majority of his or her day) by a member of the multidisciplinary evaluation team. If speech

	<p>is the only disability, a pragmatics assessment must be conducted.</p> <p>d. A comprehensive developmental evaluation conducted by a certified school psychologist, a licensed school psychologist, or a licensed psycho-educational specialist and by other appropriate professionals, as needed, utilizing norm-referenced measures. The comprehensive developmental evaluation shall include measures in the areas of cognition, communication, motor skills, activities of daily living, and social/emotional maturity administered within the past twelve months.</p>
Office Early Childhood - SDE	<p>Forty-nine School districts use risk variables that are weighted to determine eligibility. The formula for prioritizing eligibility is not uniform across the state. As of 2005–2006, school year there is a committee that is working on a uniform state weighted criteria formula. See the above list of criteria.</p> <p>According to the EOC Coordinator's survey 2003 – (Brown & Potter, 2003):</p> <p>“Question 14: Are these criteria prioritized to determine a child's enrollment in your program? If yes, indicate priority.</p> <p>Approximately 73 percent of the early childhood coordinators reported prioritizing the criteria to determine a child's enrollment in the program. The top five criteria were:</p> <ul style="list-style-type: none"> (a) Child's age, (b) Developmental screening results, (c) Educational level of parents, (d) Family income, and (e) Prior enrollment of a relative.”

Eligibility 7: List any screening instruments or other measures used in process of determining eligibility for program enrollment.

Agency/Program	Response
Department of Social Services ^{**}	<p>Licensing: NAP</p> <p>ABC Voucher System: There are no child care assessments or screenings. An application process is required of parents, which includes an income review (calculation of 30 days of pay stubs, or tax information, if the parents are self-employed) and, if applicable, copies of school schedules and paid registrations.</p>
First Steps	DIAL-3
Office Exceptional Children - SDE	See eligibility item #5
Office Early Childhood - SDE	State regulations R 43.264.1 B. 1. requires that districts shall use a screening instrument approved by SDE. In 2001, the Early Childhood Advisory committee recommended DIAL 3. This instrument is used in determining each child's developmental level. For children in need of special education services a battery of screening tools are used.

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According to the EOC Coordinator's survey 2003 – (Brown & Potter, 2003):

“Question 16: Provide the name of any screening instruments or developmental assessments used for entry of children into your four-year-old child development program.

Table 6 presents early childhood coordinators' reports of the screening instruments or developmental assessments used for student enrollment into the child development programs. Most respondents indicated that their district used only the Dial-3 as the screening instrument or developmental assessment for entry of children into their child development programs (62 percent). Moreover, some form of the Dial was employed in 94 percent of the preschool screenings. Other screening instruments or developmental assessments used for enrollment of children into their programs are delineated in Table 6 (e.g., Brigance, combination of Dial-3 and other instruments).

Table 6: Screening Instruments/Developmental Assessments Used for Student Enrollment

Instruments	Number	Frequency	Percent
Dial-3	71	44	62.0
Dial-R	71	8	11.3
Dial-3, Dial-R	71	4	5.6
Brigance screen	71	4	5.6
Dial-3R	71	2	2.8
Dial-3, vision and hearing, Vineland, K-Seals, Denver	71	1	1.4
Dial-R, vision, hearing, and speech screening	71	1	1.4
Dial-3, health history questionnaire	71	1	1.4
Dial-3, anecdotal recording keeping, progress reports	71	1	1.4
Dial-3, speech screening, PSHAP	71	1	1.4
Dial-3, vision and hearing	71	1	1.4
Dial-3, special/language screening	71	1	1.4
Dial-3, Brigance developmental screening (disabled students)	71	1	1.4
Dial-R, vision, hearing, language	71	1	1.4

Eligibility 8: List immunization or other health-related requirements for enrollment.

Agency/Program	Response
Department of Social Services	<p>Licensing: A signed statement of the child's health is required for all children prior to enrollment, including a certificate of immunizations (Section 114-502 G. (6) (a) & (b). Regulations may be accessed at www.state.sc.us/dss.</p> <p>ABC Voucher System: Providers must meet all health-related licensing requirements to participate.</p>
First Steps	<p>Unlike school district 4K programs, FS classrooms must comply with the South Carolina Department of Social Services Licensing Regulations for Private and Public Child Day Care Health, Safety and Sanitation requirements.</p> <ul style="list-style-type: none"> <input type="checkbox"/> A health record for each child shall be maintained in the facility. Each health record shall include all of the following information: <input type="checkbox"/> A statement signed by the parent/guardian, of the child's health prior to admission to the 4K class;

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	<ul style="list-style-type: none"> ❑ A copy of the immunization record signed by a physician or health official for each child; ❑ Immunization records shall be presented prior to enrollment, and annually for children 2 through 6 years old; ❑ The written verification shall indicate that required immunizations are complete as recommended and routinely provided by the South Carolina Department of Health and Environmental Control for the child or that the appropriate official has provided written proof that the child meets either medical or religious exemption requirements; and <p>Other health information if deemed necessary by the director of the private 4K class and/or by the parents/guardian.</p>
Office Exceptional Children – SDE	The same requirements for all children enrolled in school programs.
Office Early Childhood – SDE	A South Carolina Certificate of Immunization is required for entrance into the program. R 43.264.1 B 4.

PROGRAM STANDARDS

Program 1: List requirements for program licensure, accreditation, and/or registration.

Agency/Program	Response
Department of Social Services**	<p>Licensing: These requirements are numerous and are included in each of the 4 sets of regulations. Child Care Licensing Regulations may be found at www.state.sc.us/dss</p> <p>ABC Voucher System: The ABC Child Care Program Standards emphasize providing a level of care above state licensing requirements. These standards address the key indicators of quality care, which include regulatory requirements, staff qualifications and training, health and safety, nutrition and food service, staff-parent interaction, staff-child ratios, staff-child interactions, activities, and physical environment. See attached ABC Child Care Center Based Standards.</p>
First Steps	<p>At minimum, each provider must meet the criteria listed below to receive funding to implement a 4K program through a competitive bid process:</p> <ul style="list-style-type: none"> A. Meets the State of South Carolina licensing/regulatory requirements for a child day care center B. If not currently licensed as a child day care center, must have completed the process to meet the State of South Carolina licensing/regulatory requirements with the exception of required inspections. C. Public and private centers must meet the equivalent of enhanced standards in the Advocates for Better Child Care (ABC) Program. D. Has the licensing capacity to serve a minimum of twenty (20) four-year-old children in a classroom setting E. Has the facility capacity to serve a minimum of twenty (20) four-year-old children F. Has been in operation for a minimum of two (2) years G. Has a minimum of two (2) years of experience providing care to four-year-olds
Office Exceptional Children - SDE	NAP
Office Early Childhood - SDE	Certified teacher, qualified teaching assistant (NCLB), certified school administration, facility approved through DHEC, Fire Marshall, and Office of School Facilities (SDE). S.C. Code Ann. Sections (s) 59-5-60 (1990), 59-5-65 (1990 and 2002) 59-20-40

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	<p>(7) (1990) and 59-63-20 (6) (Supp. 2002)</p> <p>Accreditation:</p> <p>This list is the accreditations that are accepted: SDE certified, school accreditation, SACS accreditation, Montessori, High/Scope, and NAEYC. Public schools are assessed by ECERS upon public school request to fulfill Early Childhood Assets (a Proviso requirement 1A.66) requirements. Programs that receive First Steps funding must be DSS licensed. Programs that are in collaboration with Head Start must be DSS licensed and must meet PRISM requirements.</p> <p>Thirty-four schools in eleven school districts offer sixty-seven Montessori classrooms that are approved by SC Montessori Alliance. The teaching staff must be approved and credentialed through the training program where they received their Montessori teacher preparation. SACS accreditation, thirty have achieved NAEYC accreditation.</p>
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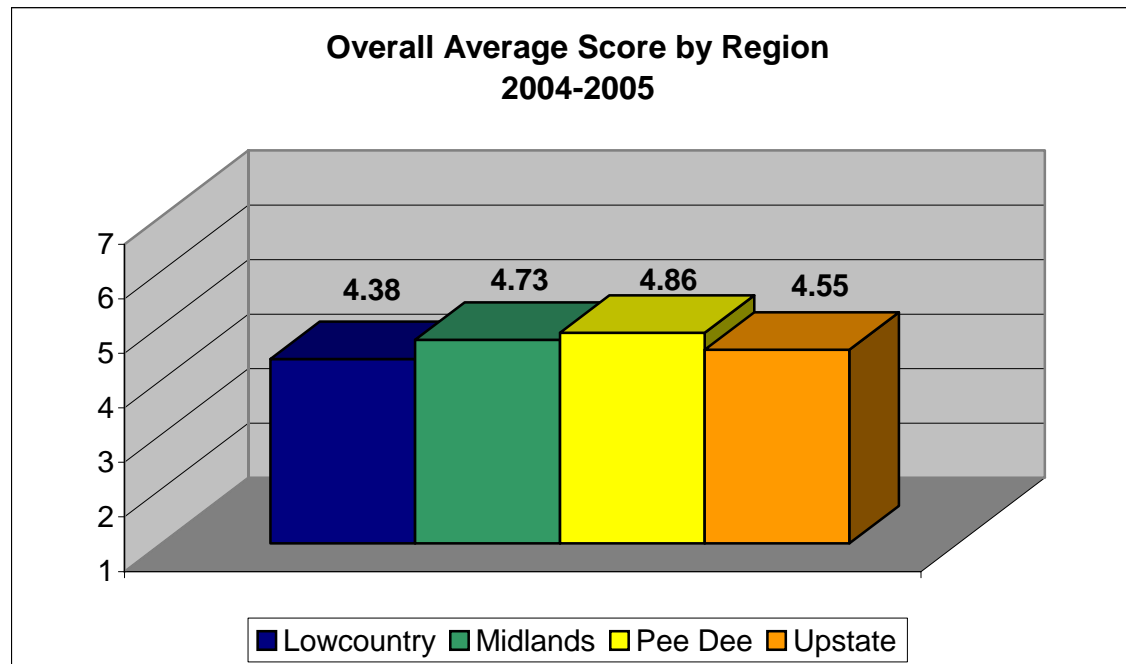
Program 2: List numbers of program sites meeting and not meeting licensure/accreditation/registration requirements.

Agency/Program	Response
Department of Social Services**	<p>Licensing: The Licensing office investigates all reported complaints, conducts renewal studies once every 2 years on all regulated programs (except for family child care homes serving 6 or fewer children), and makes 2 unannounced visits per year. The division averages 71 complaints per month; in the prior month, 29 of those were substantiated. In addition, Licensing workers identify deficiencies during routine visits. Deficiencies are not currently subcategorized according to type and reported for the state as a whole; however, a data system is being developed that will capture this information. When deficiencies are cited, the Licensing worker develops a corrective action plan and closely monitors the provider until all problems are corrected.</p> <p>ABC Voucher System: At any point in time, approximately 33% of providers are deficient in one or more of the program standards. ABC Monitoring staff provide intensive technical assistance to child care providers not meeting ABC program standards. If the problems are not corrected, the provider is removed from the ABC Voucher System.</p>
First Steps	100% meet requirements.
Office Exceptional Children - SDE	NAP
Office Early Childhood – SDE	<p>All 4-K programs met school accreditation (School Quality). In 2004–2005, there were approximately 640 4-K classes, either half-or full day, in 535 public schools in South Carolina. During the 2004–2005 school year, a member of the South Carolina ECERS Assessment Team visited 93 schools.</p> <p>These visits were either a part of the National Institute for Early Education Research (NIEER) multi-state study of 4-K, the accountability requirements for primary schools, those schools enrolling children in grades two and below, or part of the South Carolina First Steps to School Readiness statewide evaluation.</p> <p>A total of 104 classes were visited. This sample is 16 percent of the 4-K classrooms in the state public school system. The 1,997 children served in these classrooms represent 12 percent of the total number of four-year-olds (17,351) served in 4-K classes. In addition, there were 38 classes First Steps funded classes in public schools that were assessed in the spring of 2005 and eleven First Steps 4-K classes that were not part of the public schools that were assessed using the ECERS-R. <u>Total number of classes that were assessed using ECERS-R was 156 serving 2,920 children.</u></p>

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The number of NAEYC accredited sites in public schools in South Carolina has increased from three to thirty in only four years. In 2001, the Southern Regional Education Board reported that children who completed 4-K had improved school readiness, increased scores on achievement tests in reading and mathematics, and were less likely to repeat a grade in the elementary school years.

The overall average score by region of the ninety-three schools that were assessed 2004–20005:



The one hundred four 4-K classes represent fifty school districts having at least two classes assessed during the 2004–2005. Fifteen districts did not meet make at least 4.5 on ECERS.

The following plaintiff districts are included among those districts:

Bamberg two, Fairfield, Lee, Clarendon one, Denmark-Olar, Florence one, Orangeburg five, and Williamsburg.

The following plaintiff districts exceed 4.5 that are part of the plaintiff districts are:

Abbeville, Berkeley, Clarendon two, Lexington four, Marion one and two, and Marlboro.

In addition, thirty-eight public school classes that were funded by First Steps had an ECERS assessment. The overall average score for these classrooms was 4.46. The lowest score was 2.37 with the highest being 6.24.

It is interesting to note the overall average of all of the forty-three subscales assessed in ECERS for the Public school 4-K classes was 5.07. The national average is 4.16. ECERS-R is a seven point, likert-type scale ranging from one to seven, with

	one indicating “inadequate” care, three indicating “minimal” care, five indicating “good” care, and seven indicating “excellent” care. The scale considers early childhood programs rated at three or below “low quality”, those services rated between three and five to be of “medium quality,” and those services rated between five and seven to be of “high quality”
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Program 3: List program requirements for health and safety and numbers of sites not meeting health or safety requirements.

Agency/Program	Response
Department of Social Services**	Licensing: Program requirements are numerous and are found in each of the 4 sets of regulations. Regulations for all types of facilities may be viewed/downloaded at www.state.sc.us/dss . ABC Voucher System: NAP – Health and safety standards for the ABC program are defined by the Licensing regulations.
First Steps	All programs must meet DSS Child Care Licensing and Regulatory guidelines for health and safety.
Office Exceptional Children - SDE	NAP
Office Early Childhood - SDE	Classrooms that were assessed by the Early Childhood Environment Rating Scale 2004-2005 (ECERS-R) received an average score of 3.22 in the area of Personal Care Routines. Staff development on personal care routines is being completed. Another area of concern was Space and Furnishings: The average score for this subscale was 4.39. 2 of the regions, the Midlands and the Pee Dee, scored higher than the average, while the other two regions scored below the average. One region, the Pee Dee, had an average score that was close to the target score (between 4.5 and 4.99). Individual scores for this subscale ranged from 1.88 to 6.88. Thirty-eight classes had an average score of 5.0 or higher for this subscale. Six classes an average score close to the target score (between 4.5 and 4.99). Challenges: <ul style="list-style-type: none"> • Accessibility for individuals with disabilities • Child-sized furniture in the cafeteria • Room arrangement (having active centers next to quiet centers) • Inadequate surfacing on playgrounds • Unsafe equipment on playgrounds Coordinator Survey Report Four-year-old Child Development Program The Education Oversight Committee (EOC) – (Brown & Potter, 2003) “In the specific case of Space and Furnishings, teachers reported that they were not satisfied with their school facilities, particularly their playgrounds, and that they wanted to spend improvement monies on up-grading facilities. Question 26: Do you have adequate classroom and outdoor play facilities and equipment to meet children’s developmental and school readiness needs? Table 14 shows information concerning whether early childhood coordinators’ believed that they had adequate classroom and outdoor play facilities and equipment to meet children’s developmental and school readiness needs. Approximately 52 percent of the coordinators indicated that they had adequate classroom and outdoor facilities and equipment to meet their students

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	developmental and school readiness needs.			
	Table 14: Adequate Classroom and Outdoor Play Facilities and Equipment to Meet Children's Developmental and School Readiness Needs			
	Response	Number	Frequency	Percent
	Completely	73	6	8.22
	For the most part	73	32	43.84
	To a limited degree	73	32	43.84
	Not at all	73	3	4.11 “

Program 4: List impediments to meeting health or safety requirements encountered in field.

Program A: List impediments to meeting health or safety requirements encountered in field:															
Agency/Program	Response														
Department of Social Services**	Licensing: Providers often cite staff turnover and lack of money and resources as the reasons they fail to meet health and safety requirements. ABC Voucher System: See Licensing response above.														
First Steps	DSS licensing citations are monitored by First Steps County Partnerships (administering 4K programs) to ensure there are no citations that place children at-risk. Childcare quality enhancements funds are available to assist private providers with meeting health and safety requirements.														
Office Exceptional Children - SDE	NAP														
Office Early Childhood - SDE	<p>Challenges that were determined by the ECERS assessment include lack of access to warm water, improper sanitation procedures, inadequate surfacing on playgrounds, and unsafe equipment on the playground. It is interesting to note that the overall average scores for classrooms not having access to warm water ranged from 2.26-6.44, with an average score of 4.29. <u>Districts not having access to warm water can still score high enough in other areas to receive an overall acceptable score.</u></p> <p>According to the EOC Teacher survey 2003: School Facility – (Brown & Potter, 2003)</p> <p>“Child development teachers were asked whether or not they had adequate classroom and outdoor play facilities and equipment to meet their preschool children’s basic needs.</p> <p>Question 14: Do you have adequate classroom and outdoor play facilities and equipment to meet your preschool children’s basic needs?</p> <p>Table 11 shows about 53 percent of the child development teachers responded that they believed they had inadequate classroom and outdoor play facilities and equipment to meet their preschool children’s’ basic needs.</p> <p>Table 11: Adequate Classroom and Outdoor Play Facilities and Equipment</p> <table><tr><th>Response</th><th>Number</th><th>Frequency</th><th>Percent</th></tr><tr><td>Yes</td><td>592</td><td>277</td><td>46.8</td></tr><tr><td>No</td><td>592</td><td>315</td><td>53.2</td></tr></table>			Response	Number	Frequency	Percent	Yes	592	277	46.8	No	592	315	53.2
Response	Number	Frequency	Percent												
Yes	592	277	46.8												
No	592	315	53.2												

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Program 5: List required minimum and maximum class sizes.

Agency/Program	Response
Department of Social Services **	Licensing: Regulations require 35 square feet of indoor space per child (114-507 A (1)) and 75 square feet per child for outdoor space (114-507 B. (1)). Regulations may be accessed at www.state.sc.us/dss . There are no group size requirements that would limit class size. ABC Voucher System: Providers must meet the state licensing requirements. There are no mandatory group size requirements, although providers are encouraged to limit group size.
First Steps	Minimum of 18 and a maximum 20 students shall be enrolled in a 4K classroom.
Office Exceptional Children - SDE	NAP
Office Early Childhood - SDE	Maximum class size is 20 Children with two teaching staff in the room.

Program 6: List staff:child ratio requirements.

Agency/Program	Response								
Department of Social Services **	Licensing: See attached ratio chart - section 114-504. B (1) of the regulations. ABC Voucher System: The staff-child ratios are the same as the licensing requirements. However, providers who voluntarily exceed Licensing requirements by following ABC Program guidelines can receive higher child care reimbursement rates. ABC Program ratio guidelines are included in the attached ABC Child Care Center Based Standards.								
First Steps	1:10								
Office Exceptional Children - SDE	The State developed guidelines for preschool programs in the early 1900s. Teaching loads are based upon the service models. <table> <tr> <td>Model</td><td>Teacher/Pupil Maximum.</td></tr> <tr> <td>Mainstreaming with Itinerant Services</td><td>12:1</td></tr> <tr> <td>Self-Contained</td><td>8:1</td></tr> <tr> <td>Homebased Model</td><td>10:1</td></tr> </table> The guidelines also state that each teacher of preschool children with disabilities in a self-contained class shall have a full-time teacher aide, provided that the class has a minimum of four pupils with disabilities.	Model	Teacher/Pupil Maximum.	Mainstreaming with Itinerant Services	12:1	Self-Contained	8:1	Homebased Model	10:1
Model	Teacher/Pupil Maximum.								
Mainstreaming with Itinerant Services	12:1								
Self-Contained	8:1								
Homebased Model	10:1								
Office Early Childhood - SDE	Staff to child ratio is 2: 20								

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Program 7: List requirements for providing screening and referral services to program participants.

Agency/Program	Response																																																				
Department of Social Services	<p>Licensing: Information on regulated child care providers can be accessed on the DSS website at www.state.sc.us/dss.</p> <p>ABC Voucher System: DSS contracts with the Child Care Resource and Referral statewide network to provide information, education, and referral services to parents seeking child care.</p>																																																				
First Steps	All (100%) children are required to have hearing, speech, and dental screenings. The referrals are made based on the results of screenings.																																																				
Office Exceptional Children - SDE	See Eligibility item #5																																																				
Office Early Childhood - SDE	<p>R 43-264.1 requires every child to be screened by a screening tool approved by SDE, such as the DIAL 3 screening tool. The child must be four-years-old and have parent permission to be screened. Physicians, agencies whose work affects young children such as DSS or First Steps, teachers, and other responsible parties who have a legal interest in the child may make referrals for screening.</p> <p>Additional information from the EOC Coordinator's survey 2003 – (Brown & Potter, 2003):</p> <p>“Question 16: Provide the name of any screening instruments or developmental assessments used for entry of children into your four-year-old child development program.</p> <p>Table 6 presents early childhood coordinators' reports of the screening instruments or developmental assessments used for student enrollment into the child development programs. Most respondents indicated that their district used only the Dial-3 as the screening instrument or developmental assessment for entry of children into their child development programs (62 percent). Moreover, some form of the Dial was employed in 94 percent of the preschool screenings. Other screening instruments or developmental assessments used for enrollment of children into their programs are delineated in Table 6 (e.g., Brigance, combination of Dial-3 and other instruments).</p> <p>Table 6: Screening Instruments/Developmental Assessments Used for Student Enrollment</p> <table><tr><th>Instruments</th><th>Number</th><th>Frequency</th><th>Percent</th></tr><tr><td>Dial-3</td><td>71</td><td>44</td><td>62.0</td></tr><tr><td>Dial-R</td><td>71</td><td>8</td><td>11.3</td></tr><tr><td>Dial-3, Dial-R</td><td>71</td><td>4</td><td>5.6</td></tr><tr><td>Brigance screen</td><td>71</td><td>4</td><td>5.6</td></tr><tr><td>Dial-3R</td><td>71</td><td>2</td><td>2.8</td></tr><tr><td>Dial-3, vision and hearing, Vineland, K-Seals, Denver</td><td>71</td><td>1</td><td>1.4</td></tr><tr><td>Dial-R, vision, hearing, and speech screening</td><td>71</td><td>1</td><td>1.4</td></tr><tr><td>Dial-3, health history questionnaire</td><td>71</td><td>1</td><td>1.4</td></tr><tr><td>Dial-3, anecdotal recording keeping, progress reports</td><td>71</td><td>1</td><td>1.4</td></tr><tr><td>Dial-3, speech screening, PSHAP</td><td>71</td><td>1</td><td>1.4</td></tr><tr><td>Dial-3, vision and hearing</td><td>71</td><td>1</td><td>1.4</td></tr><tr><td>Dial-3, special/language screening</td><td>71</td><td>1</td><td>1.4</td></tr></table>	Instruments	Number	Frequency	Percent	Dial-3	71	44	62.0	Dial-R	71	8	11.3	Dial-3, Dial-R	71	4	5.6	Brigance screen	71	4	5.6	Dial-3R	71	2	2.8	Dial-3, vision and hearing, Vineland, K-Seals, Denver	71	1	1.4	Dial-R, vision, hearing, and speech screening	71	1	1.4	Dial-3, health history questionnaire	71	1	1.4	Dial-3, anecdotal recording keeping, progress reports	71	1	1.4	Dial-3, speech screening, PSHAP	71	1	1.4	Dial-3, vision and hearing	71	1	1.4	Dial-3, special/language screening	71	1	1.4
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	Dial-3, Brigance developmental screening (disabled students)	71	1	1.4	
	Dial-R, vision, hearing, language	71	1	1.4	"

Program 8: List requirements for translators/other services for students having first language other than English.

Agency/Program	Response
Department of Social Services**	Licensing: NAP – DSS has access to a translator should a non-English speaking adult apply to be a regulated provider. ABC Voucher System: Providers are encouraged to provide services to non-English speaking adults and children. DSS has access to a translator should a non-English speaking adult apply for a child care voucher, and DSS is in the process of developing an application in Spanish. In addition, DSS produces and distributes materials to make parents aware of the importance of high-quality programs. These materials have been translated into Spanish and are made available to parents and child care providers. Providers are strongly encouraged to provide these materials to non-English speaking clients.
First Steps	Children who do not speak English or have limited English proficiency are screened in their native language whenever possible, preferably by a bilingual/bicultural assessor.
Office Exceptional Children - SDE	Per IDEA
Office Early Childhood - SDE	Public schools are required as part of the McKinny Vento Act to provide translators/or other services for students having first languages other than English.

Program 9: List the number parent conferences/number home visits required annually.

Agency/Program	Response
Department of Social Services**	Licensing: None are required of child care providers, although they are to notify parents of certain occurrences in the center such as injuries. ABC Voucher System: They are not required, although providers are expected to keep parents informed about the child's progress and daily activities.
First Steps	4 parent conferences/ 2 home visits per enrolled child
Office Exceptional Children - SDE	At least as often as the number required for young children in early childhood classes.
Office Early Childhood - SDE	According to the Early Childhood Guidelines four parent/teacher conferences must be held annually (two should be in a setting other than school). According to EOC Teacher survey 2003 – (Brown & Potter, 2003): “Question 19: Do you typically schedule school parent/teacher conferences for each child in your classroom? (Do not include Individualized Education Programs [IEPs]) If yes, what is the usual number of parent/teachers conferences per child per year? Child development teachers were asked if they typically schedule school parent/teacher conferences for each child in their class. Table 16a indicates that about 92 Percent of them indicated they schedule parent/teacher conferences for each child in

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their class. Table 16b shows summary information about the number of parent/teacher conferences for each child. The median number of parent/teacher conferences was two conferences per child per year. 2

Table 16a: School Parent/Teacher Conferences

Response	Number	Frequency	Percent
Yes	596	547	91.8
No	596	49	8.2

Table 16b: Parent/Teacher Conferences Per Child Per Year

	Number	Mean	SD	Median
Parent/Teacher Conferences	523	2.60	3.01	2.00

Question 20: Do you typically have teacher home visits for each child in your classroom? If yes, what is the usual number of home visits per child per year?

Child development teachers were asked if they conducted home visits for each child in their class. About 88 Percent of them indicated they made home visits for each child in their class (see Table 17a). As shown in Table 16b, the median number of home visits was two per child per year.

Table 17a: Teacher Home Visits

Response	Number	Frequency	Percent
Yes	596	527	88.4
No	596	69	11.6

Table 17b: Teacher Home Visits Per Child Per Year

	Number	Mean	SD	Median
Home Visits	520	2.40	4.22	2.00

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Program 10: List the parent support services required (describe) (for example, family social services; parent training; family literacy; health services; parent involvement activities).

Agency/Program	Response
Department of Social Services**	<p>Licensing: No support services are required; however, the Licensing statute, section 114-503 F (1), states that parents shall have free and full access to their child. The statute can be accessed at www.state.sc.us/dss.</p> <p>ABC Voucher System: The ABC program standards state that parents must be informed regularly about the center's program. For programs serving infants and toddlers, caregivers share daily information with parents regarding feeding times, food eaten, bowel movements, and sleeping patterns. Parents must have unlimited access to their children and to the providers caring for their children during the normal hours of program operation and whenever children are in the care of providers. No other parent support services are required.</p>

² Given an occasional teacher response that was an extreme outlier (e.g., 38 conferences per child) the median is probably a more accurate reflection of the number of teacher conferences per child.

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First Steps	A parent involvement plan is required and 3 parent workshops each year. In addition, many parents are enrolled in other parenting services offered through the FS County Partnerships.
Office Exceptional Children - SDE	The IEP team would determine if there is a need for related services.
Office Early Childhood - SDE	R43-264.1 requires parent involvement activities to be provided, and the Parent/Family Literacy Proviso and Even Start: Family Literacy services are required in every public school which includes parent training, as well as the following services that are provided by the school district: guidance and counseling, library & media services, student health services, psychologists, therapists, and social workers. A concerted effort through partnerships between OECE, Adult Education, and Title 1 is ongoing to inform families of family literacy services.

Program 11a: List requirements that curriculum be designed to meet cognitive, language and literacy, physical, social, emotional, and other developmental needs of each child.

Agency/Program	Response
Department of Social Services	<p>Licensing: State Child Care Licensing laws prohibit dictation of child care program curriculum. The regulations refer to developmentally appropriate programs. Section 114-506 A & B, describes that ..."there shall be a written, planned daily program of activity with sufficient materials, discipline and behavior management." Regulations can be accessed at www.state.sc.us/dss.</p> <p>ABC Voucher System: Federal child care regulations prohibit the agency from dictating child care program curricula. ABC Program Standards do not address or require any specific curriculum. The focus is on learning through play and providing an overall positive learning environment. This includes staff-child interaction, activities (indoor and outdoor), and the physical environment.</p>
First Steps	<p>Both private and district-based 4K providers shall implement a curriculum that is developmentally appropriate and instructionally sound and approved by SC First Steps. The selected curriculum shall include the following components or activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning center based (two hours of learning center time required); <input type="checkbox"/> Adult-child interactions occur throughout the day such as active listening, giving feedback, and responding verbally to child's request or comments; <input type="checkbox"/> The day is divided into small group lessons, large group activities, and individual activities which are promoted during learning center time; <input type="checkbox"/> Frequent use of music and movement; <input type="checkbox"/> Reading aloud to children occurs several times during the day; <input type="checkbox"/> Outside play occurs daily or as weather permits; <input type="checkbox"/> The environment is clean, neat, orderly, organized, comfortable, comforting, and beautiful; <input type="checkbox"/> Materials are child-sized and inviting to use; <input type="checkbox"/> Adults follow the interests of children to teach lessons and plan curriculum; <input type="checkbox"/> Children see all areas of literacy (reading, writing, listening, and speaking) modeled daily; <input type="checkbox"/> Children have opportunities to participate in all areas of literacy daily (reading, writing, listening, and speaking) at their own particular level of development; <input type="checkbox"/> The children's age and stage of development is a focal point of instruction and assessment for him/her; <input type="checkbox"/> The children's own individual experiences and capabilities are a second focal point of his/her instruction and assessment;

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	<ul style="list-style-type: none"> ❑ The children's social and cultural background is a third focal point of his/her instruction and assessment; ❑ Assessment is on going, over time, and a systematic gathering of observations and samples of work; and ❑ Parents are welcomed and encouraged to participate in the educational process of the school and classroom at a multitude of levels. ❑ The provider shall not change its curriculum choice during the year without prior approval by the SC First Steps. ❑ The selected curriculum must also be in compliance with the South Carolina 4K Curriculum Standards for Language Arts and Mathematics. ❑ Written lesson plans containing specific educational activities are required. These plans shall be based on the developmental objectives and performance expectations for young children and include educational experiences that promote and enhance their cognitive, physical, emotional, social, cultural, and moral development. Copies of lesson plans for one (1) week per month shall be submitted to First Steps each quarter. First Steps and an instructional expert as deemed necessary will review lesson plans. Feedback provided to 4K classroom teacher, center director, and public school/district partner, no later than one month following submission.
Office Exceptional Children - SDE	IDEA
Office Early Childhood - SDE	<p>R43-264.1 requires a curriculum to meet language and literacy, physical, social, emotional and other developmental needs of children as well as early learning standards, which must be taught as required by law. SC Academic standards have been developed in the areas of Language and Literacy, Mathematics and Visual and Performing Arts.</p> <p>The SDE has also developed standards for oral health since oral health has been determined to be the leading cause of student absenteeism in the state. Good Start/Grow Smart is the early childhood component for No Child Left Behind.</p> <p>According to federal requirements, SDE has worked with DSS, First Steps, Head Start and private providers to adopt academic standards in math and language arts/literacy to develop new standards in the areas of social emotional development, physical health, and approaches to learning. These standards are to be taught in all federally funded and state funded programs for three-, four- and five-year-olds.</p>

Program 11b: List specific program curriculum/instructional model requirements (for example, High Scope, Montessori, Creative Curriculum, etc.).

Agency/Program	Response
Department of Social Services**	<p>Licensing: NAP</p> <p>ABC Voucher System: NAP</p>
First Steps	Providers select one of the four curriculum models endorsed by the SC Department of Education: High Scope, Montessori, Creative Curriculum and the Project Approach.
Office Exceptional Children - SDE	There are none. Programs would use a variety of curricula based upon the special needs of the children in the classes, in addition to the curriculum required by the local school district or Head Start program
Office Early Childhood - SDE	SDE recommends the following curriculum approaches: High/Scope (sixty-four districts use this curriculum approach), Montessori (thirty-four schools), Creative Curriculum: Over thirty-two school districts have sponsored training for teachers in the

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	<p>Creative Curriculum Approach. Over three hundred teachers have gone through an intensive nine-day Creative Curriculum training course, which was customized for South Carolina. Project Approach is being implemented in the Greenville and Beaufort school districts.</p> <p>EOC Teacher survey data 2003 – Curriculum – (Brown & Potter, 2003):</p> <p>“Child development teachers were asked a series of questions concerning curriculum and their responses are delineated below.</p> <p>Question 27: What four-year-old child development curriculum do you currently implement in your classroom?</p> <p>Table 24 presents information about the curriculum child development teachers' implemented within their preschool classes. 43 percent of the teachers reported using the High Scope Curriculum. Another 38 Percent of the teachers noted they used a combination of curricula. The most commonly used curriculum combination was the High Scope Curriculum. The High Scope Curriculum was frequently employed with both the Creative Curriculum and the Project Approach.”</p>
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Program 12a: List requirements for learning/curriculum standards and requirements for linkage to state K-12 standards.

Agency/Program	Response
Department of Social Services**	<p>Licensing: NAP</p> <p>ABC Voucher System: NAP</p>
First Steps	All programs must operate in compliance with the approved SC curriculum standards for 4K.
Office Exceptional Children - SDE	<p>The IDEA of 2004 requires</p> <ul style="list-style-type: none"> • A statement of present levels of performance of academic achievement and functional performance , that includes how the disability affects the child's ability to participate and progress in the general education curriculum, and for preschool children, how the disability affects the child's participation in appropriate activities. • Special education and related services and supplementary aids and services, for the child or on behalf of the child, are based on peer-reviewed research, to the extent practicable. • Children are enabled to advance appropriately toward attaining annual goals, be involved in and make progress in the general education curricula, and to participate in extracurricular and other nonacademic activities; and be educated and participate with other children with disabilities and non disabled children general education activities
Office Early Childhood - SDE	<p>The Good Start/Grow Smart Component of No Child Left Behind law requires public schools and Head Start to use learning standards that are aligned to the k-12 standards.</p> <p>In 2001, Congress passed the No Child Left Behind Act. No Child Left Behind focuses specific attention on services for children who are more likely to fall behind in reading, such as children from low-income families or children who are English language learners.</p> <p>In April 2002, the Bush Administration announced the Good Start, Grow Smart (GSGS) initiative to help States and local</p>

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	<p>communities strengthen early learning for young children. The goal of GSGS is to ensure that young children enter kindergarten with the skills they will need to succeed at reading and other early learning activities.</p> <p>Partnering with States to Improve Early Childhood Education—Federal agencies are working in partnership with States to strengthen early learning in child care and other early childhood programs. GSGS calls on States to develop quality criteria for early childhood education, including voluntary guidelines on early literacy and early math concepts that align with State K–12 standards. To help States meet these criteria, States have more flexibility with their Federal childcare funds. GSGS standards are voluntary for programs that do not receive state or federal funds.</p> <p>In addition, academic progress must be tracked through the third grade and beyond in the public school system. (<i>What is the Penny Buying?</i> Office of Research)</p>
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Program 12b: Is program implementing Good Start, Grow Smart standards?

Agency/Program	Response
Department of Social Services**	<p>Licensing: NAP</p> <p>ABC Voucher System: No. DSS is working with an interagency task force, lead by the State Department of Education and including other stakeholders, including child care providers, to develop the state's early learning standards for the federal Good Start Grow Smart initiative. The Early Learning Standards will be mandatory for public 4K programs and voluntary for child care facilities.</p>
First Steps	Not yet. While it is the intent of First Steps to implement the GSGS Standards upon their completion and approval in all 4K classrooms, these standards are still undergoing review at the state level.
Office Exceptional Children - SDE	NAV
Office Early Childhood - SDE	Yes. The Office of Early Childhood has provided training and technical assistance to ensure compliance with use of the standards. More training is planned for this year. As of August 2005, when the Good Start Grow Smart Standards were introduced, we have provided forty-six staff development sessions on the standards. The Curriculum and Standards Department have also provided additional trainings on the K –12 Standards.

Program 13: List requirements for learning environment and developmentally appropriate learning materials (for example, books, manipulatives, puzzles, learning centers, time devoted to instructional activities, access to a variety of instructional activities, sufficient quantity and quality of instructional equipment and supplies, etc.).

Agency/Program	Response
Department of Social Services**	<p>Licensing: Licensing regulations refer to developmentally appropriate programs. Section 114-506 A describe that there shall be a written, planned daily program of activity with sufficient materials. Regulations can be accessed at www.state.sc.us/dss.</p> <p>ABC Voucher System: DSS does not dictate curriculum. There are voluntary standards for facilities providing ABC child care services; they emphasize that children learn through play and the importance of providing an overall positive learning environment. This includes staff-child interactions, activities (indoor and outdoor), and the physical environment.</p>
First Steps	<input type="checkbox"/> Learning center based (two hours of learning center time required);

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	<ul style="list-style-type: none"> <input type="checkbox"/> Adult-child interactions occur throughout the day such as active listening, giving feedback, and responding verbally to child's request or comments; <input type="checkbox"/> The day is divided into small group lessons, large group activities, and individual activities which are promoted during learning center time; <input type="checkbox"/> Frequent use of music and movement; <input type="checkbox"/> Reading aloud to children occurs several times during the day; <input type="checkbox"/> Outside play occurs daily or as weather permits; <input type="checkbox"/> The environment is clean, neat, orderly, organized, comfortable, comforting, and beautiful; <input type="checkbox"/> Materials are child-sized and inviting to use; <input type="checkbox"/> Adults follow the interests of children to teach lessons and plan curriculum; <input type="checkbox"/> Children see all areas of literacy (reading, writing, listening, and speaking) modeled daily; <input type="checkbox"/> Children have opportunities to participate in all areas of literacy daily (reading, writing, listening, and speaking) at their own particular level of development; <input type="checkbox"/> The children's age and stage of development is a focal point of instruction and assessment for him/her; <input type="checkbox"/> The children's own individual experiences and capabilities are a second focal point of his/her instruction and assessment; <input type="checkbox"/> The children's social and cultural background is a third focal point of his/her instruction and assessment; <input type="checkbox"/> Assessment is on going, over time, and a systematic gathering of observations and samples of work; and <input type="checkbox"/> Parents are welcomed and encouraged to participate in the educational process of the school and classroom at a multitude of levels.
Office Exceptional Children – SDE	NAP
Office Early Childhood – SDE	<p>The Primary School report card awards five extra points for NAEYC Accreditation standards. R 43.264.1 states a developmental educational program in a classroom setting shall be the major component of the program.</p> <p>According to Proviso 1A.66, each district shall submit an Early Childhood Assets Study, which should include Early Childhood Environment Rating Scores, 4K entry DIAL-3 scores, and South Carolina Readiness Assessment Reports to determine district needs. Forty-three different areas including supplies and materials are addressed in ECERS. School districts are required to use 10 Percent of their budget for supplies and materials. (R 43-264.1) ACT 135 requires Developmental Appropriate programs. 4-K classrooms must meet certification standards for materials and learning environments. Certification visits are scheduled for every three years. In the past three years the process was completed by ECERS visits or NAEYC visits to the districts. The limited staff in the Office of Early Childhood allows for less than one-third of the classrooms to have certification visit yearly.</p>

Program 14: List requirements for provision of instructional or other activities designed to smooth transition to kindergarten or to next academic year.

Agency/Program	Response
Department of Social Services	<p>Licensing: NAP</p> <p>ABC Voucher System: NAP</p>
First Steps	Each program is required to create a formal transition plan, the details of which are outlined below. Additionally, First Steps

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	<p>funds Countdown to Kindergarten, a nationally recognized school transition program. Students participating in this summer program are matched with a 5K teacher – ideally the teacher to whom they will be assigned – and receive a series of eight one-hour home visits designed to prepare them for school and acquaint both the child and his/her parents with the teacher and school. 4K students receive priority for these placements in most counties.</p> <p>The transition plan will include at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School that the children will be attending. <input type="checkbox"/> Specific school information (registration dates, school requirements etc). <input type="checkbox"/> Coordination of visits to new school or 5K classroom (if at same location as 4K classroom). <input type="checkbox"/> If 5K school requires student portfolio, programs are asked to collaborate and define what information is to be documented in that portfolio. <input type="checkbox"/> Identification of any 4K curriculum activities (songs, classroom stories, etc) that will enable children to be successful with the 5K school setting. <input type="checkbox"/> Note any special, child-specific information that will enable 5K classroom teacher or other school personnel to best support the child 's continued academic progress.
Office Exceptional Children – SDE	Some districts have been involved in training to assist children, staff, and families prepare for the transition from preschool to kindergarten; however, there is no requirement under state or federal regulations, requirement from the state or under the IDEA. The state has developed a guide with recommendations.
Office Early Childhood - SDE	Each school must develop a transition plan for children transitioning from preschool to Kindergarten. Required in the Title 1 Law.

Program 15: List requirements for facilities in addition to DSS standards (for example, classrooms, playgrounds, health services, etc.).

Agency/Program	Response
Department of Social Services	<p>Licensing: Providers must meet physical site requirements as described in the regulations, section 114- 507 A – E. They can be accessed on the DSS website at www.state.sc.us/dss.</p> <p>ABC Voucher System: Providers must meet state licensing requirements and ABC Child Care Center Based Program Standards (attached).</p>
First Steps	<p>The 4K provider shall maintain appropriate classroom equipment, materials, and supplies. All classrooms will be fully equipped to serve the designated number of children per class. All classrooms will be based on learning centers with materials available that focus on math, reading, writing, listening, manipulatives, blocks, dramatic play, art, music and movement, science, and sand/water. Other centers may be added or taken away based on selected curriculum and topics being studied. Classrooms are encouraged to complete an ECERS-R self-assessment prior to beginning services to 4-year-olds.</p> <p>All outdoor playground equipment must be age-appropriate and meet SC DSS licensing requirements. The playground and equipment must be accessible to children with special needs. (By the beginning of the second year of programming all outdoor playground equipment will meet the United States Consumer Products Safety Commission requirements.)</p>
Office Exceptional Children - SDE	NAP
Office Early Childhood - SDE	Required by 4-K Guidelines, and School Facilities: Public school outside play space must be at least 100 square feet per child. (Twenty-five square feet more than DSS requires). Play area must be fenced with fencing at least four feet high. As per the

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	Early Asset Study, districts are to review the requirement in ECERS for outside play space as well.
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Program 16: List requirements for reporting student progress (including required assessments and requirements for frequency of student assessment or evaluation):
to parents:
to kindergarten teachers:
for program evaluation:

Agency/Program	Response
Department of Social Services**	<p>Licensing: NAP</p> <p>ABC Voucher System: The ABC program standards state that parents must be informed regularly about the center's program. For programs serving infants and toddlers, caregivers should share daily information with parents regarding feeding times, food eaten, bowel movements, and sleeping patterns. Parents must have unlimited access to their children and to the providers caring for their children during the normal hours of program operation and whenever children are in the care of providers. No other progress reports are required.</p>
First Steps	<p>A minimum of four (4) parent/teacher conferences shall be held during the year. If possible, the first of these conferences shall be designated as a home visit. (Note: another conference may be substituted as the home visit if this is not possible. At least one conference must be planned as a home visit.) Additional conferences will be scheduled to coincide with the Work Sampling collection periods. The Developmental Checklists, Summary Reports, and portfolio will be shared with the parent(s)/guardian(s) at each of these conferences. Documentation of the parent/teacher conferences shall be maintained on-site. In addition to the parent/teacher conferences, the provider shall also offer a minimum of three parent workshops during the year. The first of these workshops shall be an initial orientation/open house. Documentation of the parent workshops, to include agendas and attendance records, shall be maintained on-site.</p> <p>The child's portfolio of assessments and quarterly Work Sampling.</p>
Office Exceptional Children - SDE	<ul style="list-style-type: none"> • IEPs are required to include: <ul style="list-style-type: none"> ○ A description of how progress toward meeting annual goals will be measured; and ○ A description of when progress reports will be provided to parents. ○ Reporting may include: <ul style="list-style-type: none"> ○ Quarterly reports; or ○ Other periodic reports concurrent with issuance of report cards
Office Early Childhood - SDE	<p>To parents: Districts are required to report to parents at least two times per year. However many school district report to parents three to four times per year. They report 4-K progress at the same time that school report cards for K-12 go out.</p> <p>To kindergarten teachers: Assessment tools that are being used are: Work sampling, High/Scope, Child Observation Record (COR), ELCO, Dibbles, High Reach, and Bracken. Teachers are required to do on-going assessment. It is recommended to each district that each child have their own assessment portfolio.</p> <p>For program evaluation: Every district is required to do an Early Asset Study as an overall program evaluation, in addition the</p>

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following external evaluations are also being done: NAEYC Accreditation, Montessori, High Scope, SACS, and Early Childhood certification.

According to the EOC teacher and Coordinator's survey 2003 – (Brown & Potter, 2003):

“Question 23: How do you assess individual children's progress?

Table 20 shows child development teachers' responses about how they assessed individual child progress. The majority of assessments of children's individual progress were through teacher made assessments (73 Percent). More than half of the teachers who responded indicated that they used (a) teacher made assessments, (b) developmental or school readiness measures, (c) formal teacher observations of child, (d) portfolio assessments, and (e) written narratives or anecdotes.

Table 20: Assessment of Children's Individual Progress

Assessment	Number	Frequency	Percent
Teacher made assessments	598	439	73.4
Developmental or school readiness measures	598	412	68.9
Formal teacher observations of child	598	371	62.0
Portfolio assessments	598	360	60.2
Written narratives/anecdotes	598	326	54.5
Work Sampling System	598	267	44.6
Child emergent literacy and numeracy measures	598	196	32.8
Child social development or social competence measures	598	187	31.3
Other	598	110	18.4

Question 24: Do you collect and combine information for any of these individual child program measures to obtain an overall assessment of your classroom or program?

As indicated in Table 21, about 58 Percent of the child development teachers responded they collect and combine information from these individual child program measures to obtain an overall assessment of their classroom or program.

Table 21: Collect and Combine Information to Assess Overall Classroom or Program Progress

Response	Number	Frequency	Percent
Yes	573	331	57.8
No	573	242	42.2

Question 25: Do you systematically assess other program components of your classroom? Please provide the names of the measures such as survey, observations, checklists, and assessments you use for each component including those developed by your program.

Table 22 presents child development teachers' responses on how they systematically assessed program components of their classrooms. As indicated in the table, they most frequently measured parent satisfaction (62 Percent) and teachers' or teaching assistants' performance (59 Percent). The least frequently assessed program dimension is NAEYC recommended practices (DAP) (18 Percent).

Table 22: Assessment of Other Program Components in Classroom

Program Components	Number	Frequency	Percent
Parent satisfaction	597	368	61.6
Teacher's or teaching assistant's performance	597	354	59.3
Family involvement	597	290	48.6
Measurement of whole class progress	597	282	47.2
Classroom environment	597	227	38.0
Curricular implementation	597	213	35.7
NAEYC recommended practices (DAP)	597	105	17.6
Other	597	24	4.0
Other	597	5	0.8

Coordinator's Survey

Question 37: How do you assess children's progress?

Table 21 shows the early childhood coordinators' responses about the assessment of individual children's progress. Approximately 80 Percent of the coordinators indicated that children's progress is assessed by teacher-made assessments. Additional information about how individual children's progress was measured is delineated below in Table 21.

Table 21: Assessment of Children's Progress

Assessment	Number	Frequency	Percent
Teacher made assessments	74	59	79.7
Developmental or school readiness measures	74	58	78.4
Written narratives/anecdotes	74	48	64.9
Formal teacher observations of child	74	47	63.5
Portfolio assessments	74	43	58.1
Child emergent literacy and numeracy measures	74	34	45.9
Child social development or social competence measures	74	33	44.6
Work Sampling System	74	27	36.5
Other	74	11	14.9

In addition to indicating how children's progress is assessed, early childhood coordinators where asked to specify the measures for each assessment. Table 22 shows the frequency and the types of measures used to assess developmental or school readiness progress. The Dial screening was the most (75 Percent) frequently indicated developmental measure. It should be noted, however, that only forty-four of seventy-four coordinators responded to this question about individual child assessment.

Table 22: Measures of Children's Progress (Developmental or school readiness measures)

Measure	Number	Frequency	Percent
Dial	44	33	75.0
Checklist (District/general/local)	44	9	20.5

Observation/Teacher Judgment/Anecdotal Records	44	7	15.9
Brigance	44	3	6.8
High Scope / COR	44	2	4.5
K/4K Standards	44	2	4.5
Portfolio Assessment	44	2	4.5
Progress Reports	44	2	4.5
KSEALS	44	1	2.3
DENVER	44	1	2.3
Vineland	44	1	2.3
"Standards"	44	1	2.3
LAP	44	1	2.3

Table 23 presents the frequency and the types of measures used to assess children's social development or social competence. As indicated in the table, early childhood coordinators' most frequently reported social development measures were checklists (district/general/local) and observation/teacher judgment/anecdotal records. Additional information about how children's social competence was assessed is delineated below in Table 23. It should be noted, however, that only twenty-six of seventy-four coordinators responded to this question about assessment of children's social development.

Table 23: Measures of Children's Progress (Child social development or social competence measures)

Measure	Number	Frequency	Percent
Checklist (District/general/local)	26	9	34.6
Observation/Teacher Judgment/Anecdotal Records	26	9	34.6
Dial	26	8	30.8
Portfolio assessment	26	4	15.4
Progress reports/4K progress reports	26	4	15.4
Parental questionnaire	26	3	11.5
High Scope / COR	26	2	7.7
"Standards"/District standards	26	2	7.7
Home visits	26	1	3.8
Photographs	26	1	3.8
Brigance	26	1	3.8
CDR	26	1	3.8

Table 24 shows the frequency and types of measures used to assess children's emergent literacy and numeracy. As indicated in the table, checklist (district/general/local) and observation/teacher judgment/anecdotal records were the most frequently used measures for children's emergent literacy and numeracy. Additional information about how children's literacy and numeracy skills were assessed is delineated below in Table 24. It should be noted, however, that only twenty-nine of seventy-four coordinators responded to this question about assessment of children's literacy and numeracy skills.

Table 24: Measures of Children's Progress (Child emergent literacy and numeracy measures)

Measures	Number	Frequency	Percent
Checklist (District/general/local)	29	10	34.5
Observation/Teacher Judgment/Anecdotal Records	29	10	34.5

Dial	29	9	31.0
Portfolio assessment	29	4	13.8
Progress Reports/4K Progress Reports/General/District	29	4	13.8
Assessments (school or teacher created)	29	3	10.3
High Scope / COR	29	2	6.9
"Standards"/ District standards	29	2	6.9
DAP (draw a person)	29	1	3.4
Reading recovery	29	1	3.4
CDR	29	1	3.4

Table 25 presents the frequency and types of measures used for formal teacher observations of children. The most frequently used measure was a checklist (district/general/local). Additional information about how teachers observed children is delineated below in Table 25. It should be noted, however, that only twenty-seven of seventy-four coordinators responded to this question about teachers' observations of children.

Table 25: Measures of Children's Progress (Formal teacher observations of child such as rating scales or checklists)

Measure	Number	Frequency	Percent
Checklist (District/General local)	27	13	48.1
Progress Report (District/Preschool)	27	5	18.5
4K Assessment/NAEYC Assessment	27	5	18.5
Observation/Teacher judgment/anecdotal records	27	3	11.1
High Scope / COR	27	2	7.4
Dial R	27	2	7.4
Portfolio Assessment	27	2	7.4
Work Sampling System, Teacher made assessments, Written narratives/anecdotes, and Portfolio assessments	27	1	3.7
CDR	27	1	3.7

Question 38: Do you systematically assess other program dimensions of your classroom? Please provide the names of the measures such as surveys, observations, checklists, and assessments you use for each component including those developed by your program.

Early childhood coordinators were asked if they systematically assessed other programmatic dimensions of their child development programs. Approximately 76 Percent of the coordinators responded that they assessed other program dimensions of the classroom by assessing teacher's or teacher assistant's performance. Table 26 shows information coordinators' reported concerning other program dimensions assessed.

Table 26: Assessment of Other Program Dimensions

Program Component	Number	Frequency	Percent
Teacher's or teaching assistant's performance	74	56	75.7
Family involvement	74	43	58.1
Classroom environment	74	43	58.1
Parent satisfaction	74	42	56.8

Curricular implementation	74	34	45.9
Measurement of whole class progress	74	33	44.6
NAEYC recommended practices (DAP)	74	26	35.1
Other	74	10	13.5

For each of the seven-program components selected, early childhood coordinators were asked to provide the names of the measures they use for each preschool component. They were also asked to include other programmatic components and their program measure. The first program component about which they were asked was family involvement and Table 27 shows the frequency of the types of program measures used to assess for family involvement. Survey was the most frequently reported method of assessing family involvement. It should be noted, however, that only forty of seventy-four coordinators responded to this question about measuring family involvement.

Table 27: Assessment of Program Dimensions of Classroom (Family Involvement)

Program Measure	Number	Frequency	Percent
Surveys	40	18	45.0
Sign in sheets	40	5	12.5
Attendance at meetings and conferences	40	4	10.0
Logs of conferences	40	3	7.5
Record of attendance (schools)	40	3	7.5
Record of family contacts	40	3	7.5
Observe	40	2	5.0
Number of home visits	40	2	5.0
Checklist of involvement	40	2	5.0
Teacher observation	40	2	5.0
Number of conferences	40	2	5.0
Logs of family activities	40	2	5.0
High Scope Program Quality Assess.-P2A	40	2	5.0
Participation logs	40	1	2.5
District parent conf attendance forms	40	1	2.5
Parent coordinator surveys	40	1	2.5
Monthly parental contacts	40	1	2.5
Teacher required to keep rosters and type of part	40	1	2.5
Parent coordinators keep rosters	40	1	2.5
Family and literacy dept. has information.	40	1	2.5
Names of parents	40	1	2.5
First Steps Parenting Program	40	1	2.5
Visitation calendar	40	1	2.5
School attendance	40	1	2.5
PTA sign in at school conferences	40	1	2.5
PAT	40	1	2.5
Parent survey (district developed)	40	1	2.5
Teacher surveys and questionnaires	40	1	2.5

Table 28 presents the frequency and types of program measures used to assess curriculum implementation. Observations

were the most frequently reported program measure. It should be noted, however, that only thirty-two of seventy-four coordinators responded to this question about measuring curriculum implementation.

Table 28: Assessment of Program Dimensions of Classroom (Curricular Implementation)

Program Measure	Number	Frequency	Percent
Observations	32	11	34.4
High/Scope Program Quality Assessment	32	5	15.6
Observation checklist	32	4	12.5
Classroom observations using NAEYC document	32	3	9.4
Lesson plans are checked regularly	32	2	6.3
Observation by administration	32	2	6.3
Preschool	32	1	3.1
State 4-year old standards	32	1	3.1
Progress report	32	1	3.1
Discussions	32	1	3.1
Principal/Teacher evaluation	32	1	3.1
Early childhood classroom observation instrument	32	1	3.1
Classroom observations with narrative notes	32	1	3.1
ECERS	32	1	3.1
Coordinator observations	32	1	3.1
Monthly early childhood meetings/discussions	32	1	3.1
Creative curriculum	32	1	3.1
Head Start assessment	32	1	3.1
Feedback by district 4k coordinator	32	1	3.1

Table 29 shows the frequency and types of program measures used to assess whole class progress. The Dial-3 is the most frequently reported program measure. It should be noted, however, that only thirty of seventy-four coordinators responded to this question about measuring whole class progress. Moreover, given that the DIAL-3, which was the most frequently reported method, is a screening instrument, its use as an assessment of individual and group progress is questionable.”

Program 17: List requirements for collection and maintenance of individual student records (such as attendance), including unique student identifier for electronic database.

Agency/Program	Response
Department of Social Services	Licensing: Section 114-503 G of the regulations describes that there shall be a separate record for each child, kept in a confidential manner. The regulations can be accessed at the DSS website at www.state.sc.us/dss . ABC Voucher System: Student attendance records are required for reimbursement purposes. The client's social security number is used as the unique identifier.
First Steps	A Portfolio is maintained on each child updated regularly with progress assessments, work sampling, DIAL-3, and health screening assessments. Attendance is recorded individually. Data on private child care facilities is reported to SCFS and data on First Steps funded 4K public school programs are reported to SASI. Additionally, providers are required to transition plans to streamline the student's entry to 5K.

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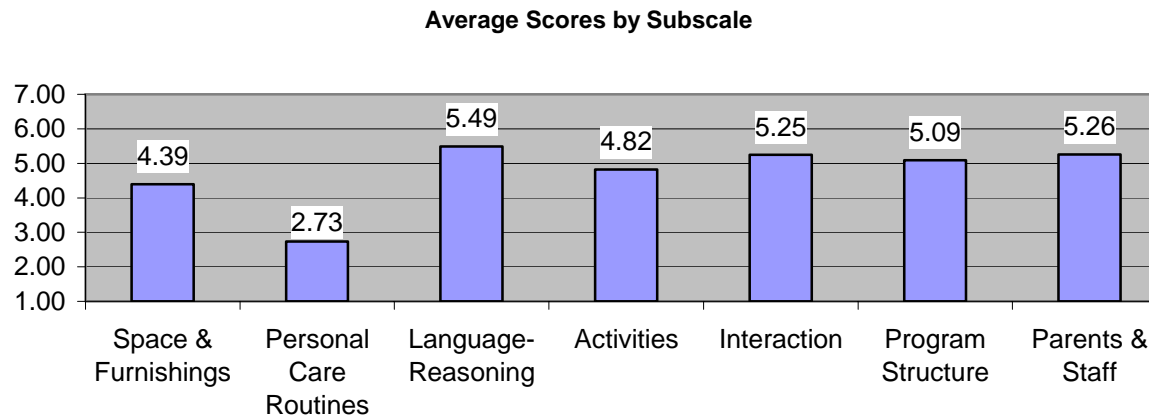
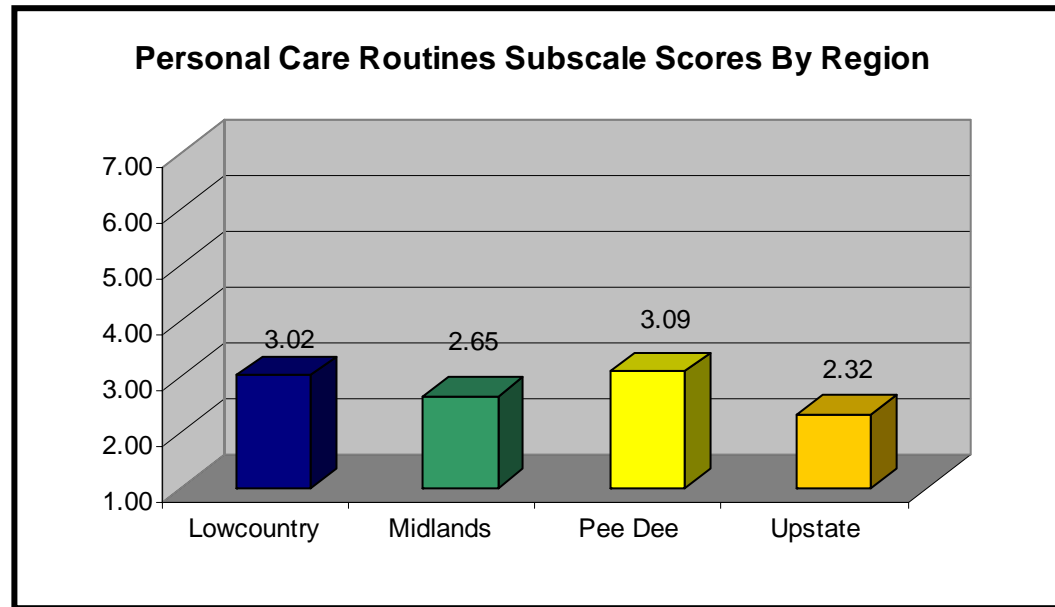
Office Exceptional Children - SDE	NAV
Office Early Childhood - SDE	It is required by law that every child have a student identifier, and a permanent record for each child. This includes, but is not limited, the following: statements of health, emergency medical treatment authorization, transportation, permission to participate in other activities, administration of medication authorization, verification of authorized adult to pick up child, assessment data for each child, and evaluations.

Program 18: Number of classrooms/sites meeting/not meeting program standards (most recent year available):

Agency/Program	Response															
Department of Social Services	<p>Licensing: The Licensing office investigates all reported complaints, conducts renewal studies once every 2 years on all regulated programs (except for family child care homes serving 6 or fewer children), and makes 2 unannounced visits per year. The division averages 71 complaints per month; in the prior month, 29 of those were substantiated. In addition, Licensing workers identify deficiencies during routine visits. Deficiencies are not currently subcategorized according to type and reported for the state as a whole; however, a data system is being developed that will capture this information. When deficiencies are cited, the Licensing worker develops a corrective action plan and closely monitors the provider until all problems are corrected.</p> <p>ABC Voucher System: At any point in time, approximately 33% of providers are deficient in one or more of the program standards. ABC Monitoring staff provide intensive technical assistance to child care providers not meeting ABC program standards. If the problems are not corrected, the provider is removed from the ABC Voucher System.</p>															
First Steps	None															
Office Exceptional Children - SDE	NAP															
Office Early Childhood - SDE	<p>As stated previously, a total of one hundred fifty-six 4K classes, serving a total of 2,906 children were assessed during the 2004–2005 school year.</p> <div><p>Enrollment in 4K Classes by Score</p><table><thead><tr><th>Score Range</th><th>Enrollment Count</th><th>Percentage</th></tr></thead><tbody><tr><td>5.00 or higher</td><td>805</td><td>(40%)</td></tr><tr><td>Between 4.50 and 4.99</td><td>200</td><td>(10%)</td></tr><tr><td>Between 4.00 and 4.49</td><td>272</td><td>(14%)</td></tr><tr><td>Lower than 4.00</td><td>720</td><td>(36%)</td></tr></tbody></table></div> <p>Four of the seven subscales had an average score of 5.0 or higher. Two of the subscales with the highest average scores were Language-Reasoning (5.49) and Interaction (5.25), which are good indications that a vast majority of the classrooms assessed are filled with positive interactions that encourage children to communicate, verbally and non-verbally, and promote higher level</p>	Score Range	Enrollment Count	Percentage	5.00 or higher	805	(40%)	Between 4.50 and 4.99	200	(10%)	Between 4.00 and 4.49	272	(14%)	Lower than 4.00	720	(36%)
Score Range	Enrollment Count	Percentage														
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Lower than 4.00	720	(36%)														

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thinking skills. Personal Care Routines is the scale that schools scored the lowest on. The average score for this subscale was 2.73, which was the lowest score for all subscales. Two regions, the Low country and the Pee Dee, had average scores above the state average, while the remaining two regions, the Midlands and the Upstate, had average scores below the state average.



PERSONNEL

Personnel 1: List minimum educational and certification/licensure/endorsement requirements for teachers.

Agency/Program	Response
Department of Social Services**	<p>Licensing: Child Care staff are caregivers and are not classified as teachers. Section 114-503 K.4 (a) specifies that caregivers must be 18 years of age, have a high school diploma or GED, 6 months experience in a licensed, registered or approved facility and undergo criminal history background checks. Regulations may be accessed at www.state.sc.us/dss.</p> <p>ABC Voucher System: See attached summary of ABC Child Care Center Based Standards.</p>
First Steps	<p>All First Steps funded 4K classrooms in both private and school district settings (100%) are currently staffed by professional staff holding state certification in ECE.</p> <p>A description of this requirement from the Program Guidelines is excerpted below:</p> <p>“All 4K teachers participating in this program shall possess a current certification in early childhood education in the State of South Carolina. A Bachelor of Early Childhood Education degree for the teacher shall be preferred. In the event the provider is unable to employ a teacher possessing a current early childhood certification, First Steps must be contacted prior to when the hiring offer is made. Once the provider has provided documentation of his/her efforts to hire a certified teacher, First Steps may work with the provider to hire a non-certified teacher. The prospective teacher must agree to a career enhancement plan outlining the steps necessary to receive early childhood certification.”</p>
Office Exceptional Children – SDE	<ul style="list-style-type: none"> • Preschool children with disabilities shall receive instruction from personnel possessing SDE teaching certificates in early childhood or special education. However, individuals possessing valid teaching credentials in special education awarded by the SDE must provide a portion of these children’s instructional program. The area of special education shall be consistent with the pupil’s needs as set forth in the IEP. • A pupil who is speech-language impaired must be served by a speech-language clinician certificated by the State Board of Education. Contracted speech-language services may be provided by a speech-language pathologist licensed by the South Carolina Board of Examiners in Speech Pathology and Audiology. • Those persons providing related services shall possess SDE certification or valid South Carolina licensure in the area of the related service rendered <p>Teacher Aide. The guidelines for qualifications stipulate that a teacher aide must have a high school diploma or its equivalent and must be at least eighteen years of age.</p>
Office Early Childhood - SDE	<p>All teachers must be highly qualified as per NCLB.</p> <p>Requirements for Certification in Early Childhood Education:</p> <ul style="list-style-type: none"> • Earn a bachelor’s or master’s degree from a state approved teacher education program or NCATE approved program • Submit the required teacher examination scores; National Teacher Exam/Praxis II pedagogy, the Principles of Learning and

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	<p>Teaching and exam in subject area of early childhood education</p> <ul style="list-style-type: none"> • Be at least eighteen years of age • Comply with SLED check and Finger print process • Pay required fees <p>Teachers who are not employed in public school settings (including Head Start and private childcare) but have completed the above requirements and receive early childhood certification may annually renew their certification status by having their director ask for a one extension from the Office of Educator Certification. This must be done annually. Those teachers must also take the required six hours of college credits every five years.</p>
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Personnel 2: List minimum educational and certification/licensure/endorsement requirements for teaching assistants.

Agency/Program	Response
Department of Social Services**	<p>Licensing: Same as response to Personnel 1.</p> <p>ABC Voucher System: See attached summary of ABC Child Care Center Based Standards.</p>
First Steps	All teaching assistants participating in this program shall have the minimum of a high school diploma or the equivalent, and at least two years of experience working with children under five (5) years- old. The teaching assistant will have completed the Early Childhood Development Credential (ECD) 101 or enroll and complete this course within twelve (12) months of hire. An Associate Degree in Early Care and Education or equivalent degree (minimum of eighteen (18) college credit hours in early childhood education/child development, Diploma in Early Childhood Development, or Certificate in Early Childhood Development from a South Carolina technical college) is preferred.
Office Exceptional Children - SDE	
Office Early Childhood - SDE	Each Title One 4-K classroom shall have a teaching assistant who is qualified according to NCLB. All other teaching assistants must meet requirements set by the district, and minimally require a High school diploma/GED. Most districts are requiring TA to meet NCLB requirements.

Personnel 3: List minimum educational and certification/licensure/endorsement requirements for administrators.

Agency/Program	Response
Department of Social Services**	<p>Licensing: Administrators must be at least 21 years of age, meet one of several educational requirements and undergo background checks. This can be found in the regulations at section 114- 503 K (3) (c). The regulations can be accessed on the DSS website at www.dss.state.sc.us.</p> <p>ABC Voucher System: See attached summary of ABC Child Care Center Based Standards.</p>
First Steps	Must meet, at minimum, DSS guidelines for childcare center directors.
Office Exceptional Children - SDE	
Office Early Childhood - SDE	All public school administrators must hold a teaching certificate and administrators certification.

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Personnel 4: List other requirements for employment as professional staff or teaching assistant.

Agency/Program	Response
Department of Social Services**	Licensing: Same as responses to Personnel 1 and 2. ABC Voucher System: Same as responses to Personnel 1 and 2.
First Steps	N/A
Office Exceptional Children - SDE	
Office Early Childhood - SDE	All professional staff must meet the requirements of ADEPT, as well as complete an orientation, and participate in annual early childhood staff development.

Personnel 5: List requirements for criminal background checks for professional staff, teaching assistants, and administrators.

Agency/Program	Response
Department of Social Services**	Licensing: Staff must have a fingerprint review by SLED and the FBI to be employed by or to provide caregiver services in a regulated facility. This requirement can be found in SC Code section 20-7-2725 (D). In addition, staff working directly with children must undergo a check against the Central Registry for Child Abuse and Neglect as well as the Sex Offender registry. The regulations and statute may be accessed at www.state.sc.us/dss . ABC Voucher System: Regulated programs must comply with all Licensing requirements.
First Steps	All private child care providers administering and staffing 4K program must meet the DSS Child Care Licensing and Regulatory requirements for criminal background check. Certified teachers undergo fingerprinting and background checks as part of certification process.
Office Exceptional Children - SDE	
Office Early Childhood - SDE	Required by school districts and by law.

Personnel 6: List hours per day core instructional activities (e.g., literacy, numeracy, general knowledge, physical social, and emotional development activities) are provided by degreed/certified staff.

Agency/Program	Response
Department of Social Services**	Licensing: NAP ABC Voucher System: NAP
First Steps	6.5
Office Exceptional Children - SDE	NA or NAP

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Office Early Childhood - SDE	Two and a half hours for half-day programs, and six hours for programs that are whole day. This takes into account naptime. For children that are not nappers they would be provided instructional activities for six and a half hours per day. Children who are early risers from nap would also be provided with educational opportunities while their peers are resting.
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Personnel 7: List required hours of professional development per year:
for teachers:
for teaching assistants:
for administrators:

Agency/Program	Response
Department of Social Services**	Licensing: Directors/Administrators must have 20 hours of training per year as described in the regulations, in section 114-503 K 5 (b). Staff must have 15 hours per year. Regulations can be accessed at www.state.sc.us/dss . ABC Voucher System: Regulated providers must comply with all Licensing requirements.
First Steps	for teachers:15 minimum as required by DSS, plus ongoing maintenance of certification through renewal credits. for teaching assistants:15 minimum as required by DSS for administrators:20 minimum
Office Exceptional Children – SDE	NAP
Office Early Childhood – SDE	For teachers: ADEPT requirements at least sixteen hours. In addition, two hours per month of staff development (per Early Assets Study) For teaching assistants: It is varied for TA. Most districts do not require TA to attend monthly staff meetings. This is an area that needs to be addressed. For administrators: Same as teachers.

Personnel 8: List professional development topics/areas required each year.

Agency/Program	Response
Department of Social Services**	Licensing: Directors must have training in the following areas: program administration, curriculum activities; nutrition; guidance; professional development; and blood borne pathogens. Staff must be trained in child growth and development and curriculum activities. These are addressed in the regulations, in section 114- 503.K. 5 (c). The regulations can be found on the DSS website at www.dss.state.sc.us . ABC Voucher System: Same as licensing requirements. In 1992, the agency contracted with the State Board for Technical and Comprehensive Education to establish the South Carolina Center for Child Care Career Development. The Center initiated a career development credentialing system and maintains the registry of training hours under contract with DSS. In 2001, the Center was made a division of First Steps. The Center is also responsible for administering the TEACH project, which provides scholarships so child care personnel can further their education.
First Steps	ECD 101 Growth and Development Health and Safety Curriculum

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Office Exceptional Children – SDE	<p>Professional development to enable teachers and school staff to deliver scientifically based academic instruction and behavioral interventions.</p> <p>Scientifically based literacy instruction.</p> <p>Instruction on the use of adaptive and instructional software</p>																																																																		
Office Early Childhood - SDE	<p>The following Early Childhood topics are covered: Mathematics, Language and Literacy, physical development, social and emotional development, learning approaches, Work Sampling, Assessment Tools, environments, learning styles, parent involvement, science, Creative Curriculum, High/Scope, Project Approach, social studies, Montessori, home visits, blocks, art, learning centers, music, movement and local issues.</p> <p>It was reported on the Early Asset Study and survey that school districts provided between three hours to one hundred forty-five hours of staff development. The SERVE Study results: Classrooms participating in the ECERS Observation System made significant improvements in the quality of their learning environments. These improvements were evident both in the actual ECERS-R scores and in teachers’ own ratings of the quality of their classrooms. While teachers expressed some doubts and negativity about the ECERS-R scale before they received training on the ECERS observation process, after the training most found the ECERS-R to be a useful tool for evaluating their classrooms and report that they made significant changes to their classrooms. The amount of training and support that teachers received for the process was an important factor in the scores classrooms received and in the attitudes teachers had toward the process—teachers who received more training and support scored higher and felt more positive about the process.</p> <p>According to the EOC Teacher and Coordinator’s survey 2003 – (Brown & Potter, 2003):</p> <p>“APPENDIX D</p> <p>TABLES: OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT</p> <p>Table D1</p> <p>Types of Professional Development Activities</p> <table><tr><th>Activity</th><th>Number</th><th>Percent</th><th>Mean</th><th>SD</th><th>Median</th></tr><tr><td>School and district in-services</td><td>487</td><td>81.4</td><td>6.47</td><td>7.94</td><td>4.00</td></tr><tr><td>Local and state workshops</td><td>284</td><td>47.5</td><td>2.31</td><td>2.20</td><td>2.00</td></tr><tr><td>Formal consultation on children’s Development</td><td>200</td><td>33.4</td><td>11.02</td><td>22.92</td><td>3.00</td></tr><tr><td>Re-certification hours</td><td>173</td><td>28.9</td><td>6.85</td><td>11.92</td><td>3.00</td></tr><tr><td>Formal classroom consultation curriculum</td><td>163</td><td>27.3</td><td>3.33</td><td>3.78</td><td>2.00</td></tr><tr><td>College classes</td><td>154</td><td>25.8</td><td>2.12</td><td>3.52</td><td>1.00</td></tr><tr><td>State and national conferences</td><td>149</td><td>24.9</td><td>1.28</td><td>0.72</td><td>1.00</td></tr><tr><td>Release time to observe other classrooms</td><td>148</td><td>24.7</td><td>2.32</td><td>2.98</td><td>1.00</td></tr><tr><td>Other</td><td>64</td><td>10.7</td><td>4.58</td><td>6.11</td><td>2.00</td></tr><tr><td>Other</td><td>14</td><td>2.3</td><td>6.64</td><td>10.80</td><td>1.00</td></tr></table>	Activity	Number	Percent	Mean	SD	Median	School and district in-services	487	81.4	6.47	7.94	4.00	Local and state workshops	284	47.5	2.31	2.20	2.00	Formal consultation on children’s Development	200	33.4	11.02	22.92	3.00	Re-certification hours	173	28.9	6.85	11.92	3.00	Formal classroom consultation curriculum	163	27.3	3.33	3.78	2.00	College classes	154	25.8	2.12	3.52	1.00	State and national conferences	149	24.9	1.28	0.72	1.00	Release time to observe other classrooms	148	24.7	2.32	2.98	1.00	Other	64	10.7	4.58	6.11	2.00	Other	14	2.3	6.64	10.80	1.00
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Coordinator's Survey:

Opportunities for Professional Growth

Early childhood coordinators were asked to report the number and type of professional development activities related to early childhood education that their district provided, offered, or directly supported for child development teachers.

Question 28: During this school year, indicate the number and type of professional development activities related to Early Childhood Education your district has provided, offered, or directly supported for your teachers.

Table 15 presents information early childhood coordinators reported on professional development activities that their districts provided or supported during school year 2001-2002. The most frequently supported professional development activity was school and district in-services with a mean of 5.79 and a median of 4.00. Additional information on the types of professional development activities provided or supported is delineated in Table 15.

Table 15: Types of Professional Development Activities

Activities	Number	Min.	Max.	Mean	Median
School and District in services	48	1.00	26.00	5.79	4.00
Local and state workshops	46	1.00	27.00	3.00	2.00
State and national conferences	31	1.00	4.00	1.65	1.00
Classroom consultation on curricular issues	24	1.00	40.00	5.33	2.00
Release time to observe other classrooms	24	1.00	10.00	2.71	2.00
Re-certification hours	23	1.00	25.00	4.87	3.00
College classes	23	1.00	22.00	3.30	2.00
Consultation on child behavior & development	14	1.00	20.00	5.07	2.50
Other	9	1.00	39.00	6.67	3.00
Other	3	1.00	1.00	1.00	1.00

“

Personnel 9: Describe if tuition or other assistance is provided to staff for continued education.

Agency/Program	Response
Department of Social Services	<p>Licensing: NAP</p> <p>ABC Voucher System: Scholarships are available through the TEACH scholarship program, funded by DSS, for eligible staff seeking to meet staff qualifications. The program is administered by the South Carolina Center for Child Care Career Development, now located at First Steps.</p>
First Steps	TEACH scholarships are available for staff at no cost through a collaborative effort between SCFS and DSS (administered by the SC Center for Childcare Career Development). Over 5400 TEACH scholarships have been awarded to date.
Office Exceptional Children – SDE	NAP
Office Early Childhood – SDE	90 Percent of the districts also provide some college credit course work within their schools for teachers to take advantage of. Teaching Assistants in some districts are provided with tuition credit for continued education.

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	<p>According to EOC Coordinator's survey 2003 – (Brown & Potter, 2003):</p> <p>“Question 29: How does your district support your teachers' attendance at professional development conferences?</p> <p>Early childhood coordinators were asked to indicate how their district supports teacher's attendance at professional development conferences. As indicated in Table 16, coordinators reported a variety of ways in which their districts supported teachers' professional development efforts. Only two coordinators indicated that their district does not provide any support to teachers for attending professional development conferences.”</p>
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Personnel 10a: What percent professional staff left program for any reason between 2004-2005 and 2005-2006?

Agency/Program	Response
Department of Social Services	Licensing: NAP ABC Voucher System: NAV
First Steps	Zero
Office Exceptional Children – SDE	NAV
Office Early Childhood – SDE	According to the survey that was completed by sixty-two districts 5.2 Percent of the professional staff left the program last year.

Personnel 10b: What percent teaching assistants left program for any reason between 2004-2005 and 2005-2006?

Agency/Program	Response
Department of Social Services	Licensing: NAP ABC Voucher System: NAV
First Steps	Zero
Office Exceptional Children – SDE	NAV
Office Early Childhood – SDE	According to the 2005–2006 survey that was completed by seventy-nine districts 6.2 Percent of the teaching Assistant staff left the program last year. The Percentage goes to 9 Percent if the staff was part time employed.

Personnel 10c: What percent administrators left program for any reason between 2004-2005 and 2005-2006?

Agency/Program	Response
Department of Social Services	Licensing: NAP ABC Voucher System: NAV
First Steps	Zero

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Office Exceptional Children - SDE	NAV
Office Early Childhood – SDE	According to the 2005–2006 survey that was completed by seventy-nine districts less than 1 Percent of the administrator left the program last year.

Personnel 11: Please identify and prioritize barriers to securing qualified professional teaching staff and teacher assistants.

Agency/Program	Response
Department of Social Services**	Licensing: NAP ABC Voucher System: NAP - DSS does not collect data on teaching staff or barriers to securing professional teaching staff.
First Steps	Sustainability of program based on availability of funds.
Office Exceptional Children - SDE	No Response
Office Early Childhood – SDE	Teaching assistants (TA): (sixteen districts responded) Meeting the requirements of NCLB educational level, low salary (thirteen districts), rural areas (thirteen) no staff development pay, district policy of requiring them to be bus drivers (four) Teachers: Rural area, competitive salary (nineteen), no bonus pay or incentives, housing (five), commute time, gas prices, and no extra curricular activities for young single teachers, unclear understanding of the culture of students (five), lack of funding for more teachers (seven), lack of employment opportunities for spouses, none (thirty-one) home grown teachers and teaching assistants.

MONITORING/EVALUATION/ACCOUNTABILITY

Monitoring 1: List requirements for site monitoring (for example, frequency of site visits, types of sites monitored/not monitored, criteria monitored, etc.).

Agency/Program	Response
Department of Social Services**	Licensing: Policy requires renewal visits every 2 years and necessary follow up for complaints. All regulated child care facilities receive two unannounced supervisory visits per year. DSS is not authorized to monitor family child care homes serving 6 or fewer children except when a complaint is filed. ABC Voucher System: ABC child care monitors are available for technical assistance visits at any time. Renewal visits are conducted every 2 years and unannounced visits are made if a complaint is filed.
First Steps	First Steps conducts both announced and unannounced site visits throughout the year. Until the recent legislative proviso banning its use within public school settings, the ECERS-R was used as a pre- and –post observation instrument. While use of the ECERS is still permissible within the public private partnership classrooms, First Steps is currently exploring new monitoring options open to use in both its public-private and school district-based programs in an effort to utilize a common measure.
Office Exceptional Children – SDE	Programs are monitored with the rest of the district's special education program.
Office Early Childhood	All districts are required to have 4-K programs certified every three years by SDE, or be NAEYC Accredited (every five years),

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- SDE	Montessori (every three years), High/Scope Certified (every five years), or DSS licensed (every two years). In addition 16 Percent of all 4K classrooms have received an ECERS assessment.
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Monitoring 2: List requirements for assessment/evaluation of classrooms, curriculum, parent involvement, etc. (for example, surveys, teacher observations, periodic evaluation of curriculum, etc.).

Agency/Program	Response
Department of Social Services**	<p>Licensing: Licensing inspectors must determine that facilities are maintaining a daily schedule and observing staff:child ratios in rooms and on playgrounds. These requirements are in the regulations, section 114- 506 A. They may be accessed on the DSS website at www.state.sc.us/dss.</p> <p>ABC Voucher System: ABC monitoring/assessment/evaluation of child care facilities is based primarily on observation of activities and staff-child interactions in indoor and outdoor environments. Compliance with the ABC child care standards is based on documentation from the service provider as well as on-site observation and review by the DSS monitor.</p> <p>The provider must meet certain mandatory requirements and a minimum of 80% compliance level overall for each age group as measured by the DSS reviewer. The reviewer observes in one room for each age group for 30 minutes to one hour and provides ratings according to the ABC Child Care Center-Based Standards (see attached summary). Reviews for new providers are announced, while reviews for continued program enrollment are unannounced.</p>
First Steps	The First Steps County Partnerships provide regular monitoring visits and technical support. A number of sites are currently undertaking NAEYC accreditation self studies.
Office Exceptional Children - SDE	No Response
Office Early Childhood - SDE	Parent involvement is required by 4K Guidelines. Parent involvement assessment is required in all Title 1 schools as well as the documentation of that assessment. School districts choose their teacher/child observation tool. Work Sampling and Child Observation Record (COR) are the most common tools. However many districts have modified there observation tool for documentation to match their 4-K report to parents. We do not have any data on curriculum evaluation. However the school districts are required to review all textbooks in a subject area every three years.

Monitoring 3: Provide recent evaluations of the program (attach).

Agency/Program	Response
Department of Social Services**	<p>Licensing: Work performed by the licensing staff is reviewed by the area supervisor on an ongoing basis and prior to the issuance or reissuance of any license. DSS state office staff have developed a rigorous monitoring process to ensure that regulations are applied correctly and uniformly. In addition, DSS is required to review the child care regulations every 3 years for recommended changes. As with most regulatory programs, there are no overall programmatic evaluations.</p> <p>ABC Voucher System: Work performed by the ABC monitoring staff is reviewed by the area supervisor on an ongoing basis and prior to the issuance or reissuance of an ABC Voucher certificate. DSS is required to submit a CCDF State Plan bi-annually and the program is subject to state and federal financial audits. There are no overall programmatic evaluations.</p>
First Steps	NAV

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Office Exceptional Children – SDE	NAV
Office Early Childhood – SDE	NIEER, SERVE, ECERS reports, NAYEC accreditation, Montessori, SDE sight visit, 4-K Certification visits, EOC teacher and Coordinator's survey 2003.

Monitoring 4: Describe the governance of the program (for example, who makes decisions regarding implementation of and modifications to program at local level(s); at state level).

Agency/Program	Response
Department of Social Services**	Licensing: DSS state office staff develop policy, and meet regularly with regional staff and supervisors to set guidelines and provide support and technical assistance. Staff is divided into 4 regional offices located in Columbia, Greenville, Charleston, and Florence, with a regional supervisor in each area office. The supervisors report directly to the state office. ABC Voucher System: DSS state office staff develop policy for the monitoring staff, which are located in Columbia and Greenville; supervisors are located in each area office. The supervisors report to the state office, as do the Control Center staff, who process payments to providers for the voucher program.
First Steps	Executive Director and the Board of Directors of First Steps County Partnership in collaboration with Director/Owner of provider site and any provider governing board/advisory group as applicable.
Office Exceptional Children - SDE	NAV
Office Early Childhood - SDE	Each school district is under the authority of the local school board and the state School Board. Local level – program implementation and modification is done at the District level through the early childhood coordinator or a designee for early childhood. State level – program implementation and modification is done through the State Department of Education, Office of Early Child Education.

Monitoring 5: Provide the written goals and objectives for the program.

Agency/Program	Response						
Department of Social Services**	Licensing: According to the South Carolina Children's Code, section 20-7-2710, the goal of DSS licensing is to provide minimum standards of care for children in places other than their own homes. The statute can be accessed at www.state.sc.us/dss . ABC Voucher system: The federal government establishes the goals for South Carolina's ABC program, which are to improve the availability, affordability and quality of child care.						
First Steps	<table border="1"> <tr> <td>1) Increase the number of children and families in the surrounding attendance area access to high quality and developmentally appropriate preschool 4K that will help prepare children for 5K.</td><td></td></tr> <tr> <td>2) Participating children will have the early learning, development and abilities (physical well-being and motor development, social and emotional development, approaches to learning, language development, cognition and general knowledge) to succeed at school.</td><td></td></tr> <tr> <td>3) Participating families will have access to early education programs that include them as active participants in the care and education of their children.</td><td></td></tr> </table>	1) Increase the number of children and families in the surrounding attendance area access to high quality and developmentally appropriate preschool 4K that will help prepare children for 5K.		2) Participating children will have the early learning, development and abilities (physical well-being and motor development, social and emotional development, approaches to learning, language development, cognition and general knowledge) to succeed at school.		3) Participating families will have access to early education programs that include them as active participants in the care and education of their children.	
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2) Participating children will have the early learning, development and abilities (physical well-being and motor development, social and emotional development, approaches to learning, language development, cognition and general knowledge) to succeed at school.							
3) Participating families will have access to early education programs that include them as active participants in the care and education of their children.							

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	4) Participating families' skills and understanding of child development and school readiness will increase.	
	5) Participating children and their families will be satisfied with their participation in the 4-K experience.	
Office Exceptional Children - SDE	No Response	
Office Early Childhood - SDE	<p>See attached goal statement form Greenville. The OECE adopted this school districts goal statement.</p> <p>According to EOC Coordinator's survey 2003 – (Brown & Potter, 2003):</p> <p>“Question 36: Does your four-year-old child development program have written program goals and objectives?</p> <p>Approximately 78 Percent of the early childhood coordinators indicated that they had written program goals and objectives.”</p>	

Monitoring 6: Provide outcome or other data used to evaluate progress toward meeting the goals and objectives of the program.

Agency/Program	Response
Department of Social Services**	<p>Licensing: There were 3,545 regulated facilities on 7/1/05. Licensing staff perform approximately 4,000 unannounced visits per year, resulting in documented compliance or deficiency correction notices and follow up. Staff are also required to perform 2 supervisory visits per year. These requirements are tracked to ensure compliance. DSS is required to review the regulations every 3 years; the regulations for child care centers, group child care homes and church-sponsored facilities, with additional criteria for improving the quality of care and protection of children, were approved by the General Assembly in 2005. They can be accessed at www.state.sc.us/dss.</p> <p>ABC Voucher System: Although child care funding declined during FFY04 in SC, 41,155 children in eligible low income families received ABC Child Care vouchers so their parents could work or attend school/training. The program currently serves an average of approximately 19,000 children per month. At least 70% of these children were served by child care providers that voluntarily met higher standards of quality established by the ABC Child Care Program. Over 30% of providers in the voucher system voluntarily met these standards. In FFY04, 85% of child care funds were allocated to child care vouchers and 10% to improving quality for all SC children. Over 95% of voucher payments to providers are processed within 5-7 working days.</p> <p>State office staff monitor payments to ensure that they are being made correctly; fiscal staff provide a “check and balance” on this process prior to authorizing payments. Program Monitoring supervisors track visits to child care providers to ensure that monitoring staff are in compliance with program requirements.</p>

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First Steps	Objective(s) What will change, for whom?	By When?	Measure
	1. 75% of children completing the program will show increased well being and motor development by <ul style="list-style-type: none"> • Moving in locomotor ways. • Moving in nonlocomotor ways. • Moving with objects. • Following movement directions. • Describing movement. • Expressing creativity in movement. • Feeling and expressing beat. • Moving with others to a common beat. 	At completion of full day 4-K program.	Teacher Observation and Documentation
	2. 75% of children completing the program will show increased social and emotional development by <ul style="list-style-type: none"> • Making and expressing choices, plans, and decisions. • Recognizing and solving problems. • Expressing and understanding feelings. • Taking care of one's own needs. • Understanding routines and expectations. • Being sensitive to the feelings, interests, needs, and background of other persons. • Building relationships with children and adults. • Creating and experiencing collaborative play. • Developing strategies for dealing with social conflict. 	At completion of full day 4-K program	Teacher Observation and Documentation
	3. 75% of children completing the program will show increased approaches to learning by <ul style="list-style-type: none"> • Investigating and labeling the attributes of things. • Noticing and describing how things are the same and how they are different. • Sorting and matching. • Using and describing something in several different ways. • Distinguishing between "some" and "all". • Holding more than one attribute at the same time. • Describing what characteristics something does not possess or what class it does not belong to. 	At completion of full day 4-K program.	Teacher Observation and Documentation
	4. 75% of children completing the program will show increased language development by <ul style="list-style-type: none"> • Talking with others about personally meaningful experiences. • Describing objects, events, and relationships. • Having fun with language: rhyming, making up stories, listening to poems, and stories. • Writing in various ways (drawing, scribbling, letter-like forms, invented spelling, conventional forms). • Reading various ways: recognizing letters and words, and reading storybooks and other printed material. 	At completion of full day 4-K program.	Teacher Observation and Documentation

	<p>5. 75% of children completing the program will show an increased cognition and general knowledge by</p> <ul style="list-style-type: none"> • Recognizing objects by sound, touch, taste, and smell. • Imitating actions and sound. • Relating pictures, photographs, and models to real places and things. • Role-playing, pretending. • Making models out of clay, blocks, etc. • Drawing and painting. • Comparing along a single dimension: longer/shorter, rougher/smoothier, etc. • Arranging several things in order along some dimension and describing the relationships; longest, shortest, etc. • Fitting one ordered set of objects to another through trial and error. • Comparing number and amount: more/less, more/fewer, same amount. • Arranging two sets of objects in one-to-one correspondence. • Counting objects as well as counting by rote. • Fitting things together and taking them apart. • Rearranging and reshaping objects (folding, twisting, stretching, stacking) and observing the changes. • Observing things and places from different spatial viewpoints. • Experiencing and representing one's own body. • Learning to locate things in the classroom, school, and neighborhood. • Interpreting representations of spatial relations in drawings and pictures. • Distinguishing and describing shapes. • Starting and stopping an action on signal. • Experiencing and describing different rates of movement. • Experiencing and representing change. • Recalling events, anticipating events, and representing the order of events. • Using conventional time units and observing that clocks and calendars mark the passage of time. 	At completion of full day 4-K program	Teacher Observation and Documentation	
	6. 75% of families will be involved in parent involvement workshops during the school year. Refer families to other services as appropriate.	At completion of full day 4-K program.	Teacher will have "sign-in" sheets.	
	7. Develop information form and complete for 100% of participating children. Form will be placed in each child's file to inform future teachers of child's 4-K experience.	At completion of full day 4-K program.	Copy of form in child's file.	
	8. 90% Families will express satisfaction with the 4-K program via the First Steps Family Satisfaction Survey.	At completion of full day 4-K program.	FS Family Satisfaction Survey.	

Office Exceptional Children – SDE	No Response
Office Early Childhood - SDE	Attached are the Penny Report, NIEER Study, and SERVE study.

Appendix C Head Start Response



SC ASSOCIATION OF COMMUNITY ACTION PARTNERSHIPS



2700 Middleburg Drive, Suite 213, Columbia, SC 29204, Phone: 803-771-9404, Fax: 803-771-9619, Email: sccapa@bellsouth.net
Jessica McMoore, Executive Director

February 16, 2006

Leroy Gilliard
President
SC Association of CAP

Calvin Wright
President
SC CAP Directors
Association

Reba Z. Hough-Martin
President
SC Community Action
Partnership

Evelyn Patterson
President
SC Head Start
Association

Mr. David Potter
Education Oversight Committee
Post Office Box 11867
Blatt Building Suite 227
Columbia, South Carolina 29211

Dear Mr. Potter:

For the past forty years, Head Start has provided a comprehensive school readiness program. We welcome your interest in this venture.

The South Carolina Head Start family has shared a December census noting how many Head Start children are served and where, by county. In addition, we have already submitted basics including total funding as well as recognition of our accredited centers.

In light of our not having been a part of the recently ruled on school funding lawsuit, we respectfully submit the attached Head Start National Reporting Systems Outcomes. This report depicts skill levels and assessments in English and Spanish for four year olds. The report outlines vocabulary, letter recognition, and early math skills. This is a comprehensive assessment of South Carolina's Head start children and those who provide in-class care and direction for them.

We will continue to work toward the betterment of South Carolina's children and families. Above all, we welcome the opportunity to serve more children in appropriate partnerships.

Sincerely,

Calvin Wright

Calvin Wright
President

Enclosure: as stated

cc: SC State Head Start Collaboration Committee
Kenneth Jackson, ACF Deputy Regional Administrator
James Colvin, Special Assistant to Deputy ACF Regional Administrator
Lisa Goldman, State Project Director

**SCACAP is a Partnership of the ■ SC CAP Directors Association ■
SC Community Action Partnership ■ and ■ SC Head Start Association**

**HEAD START NATIONAL REPORTING SYSTEM
 SPRING 2004 for SC
 Skill Levels for Children Assessed in English at the End of the 2003-2004 Program Year**

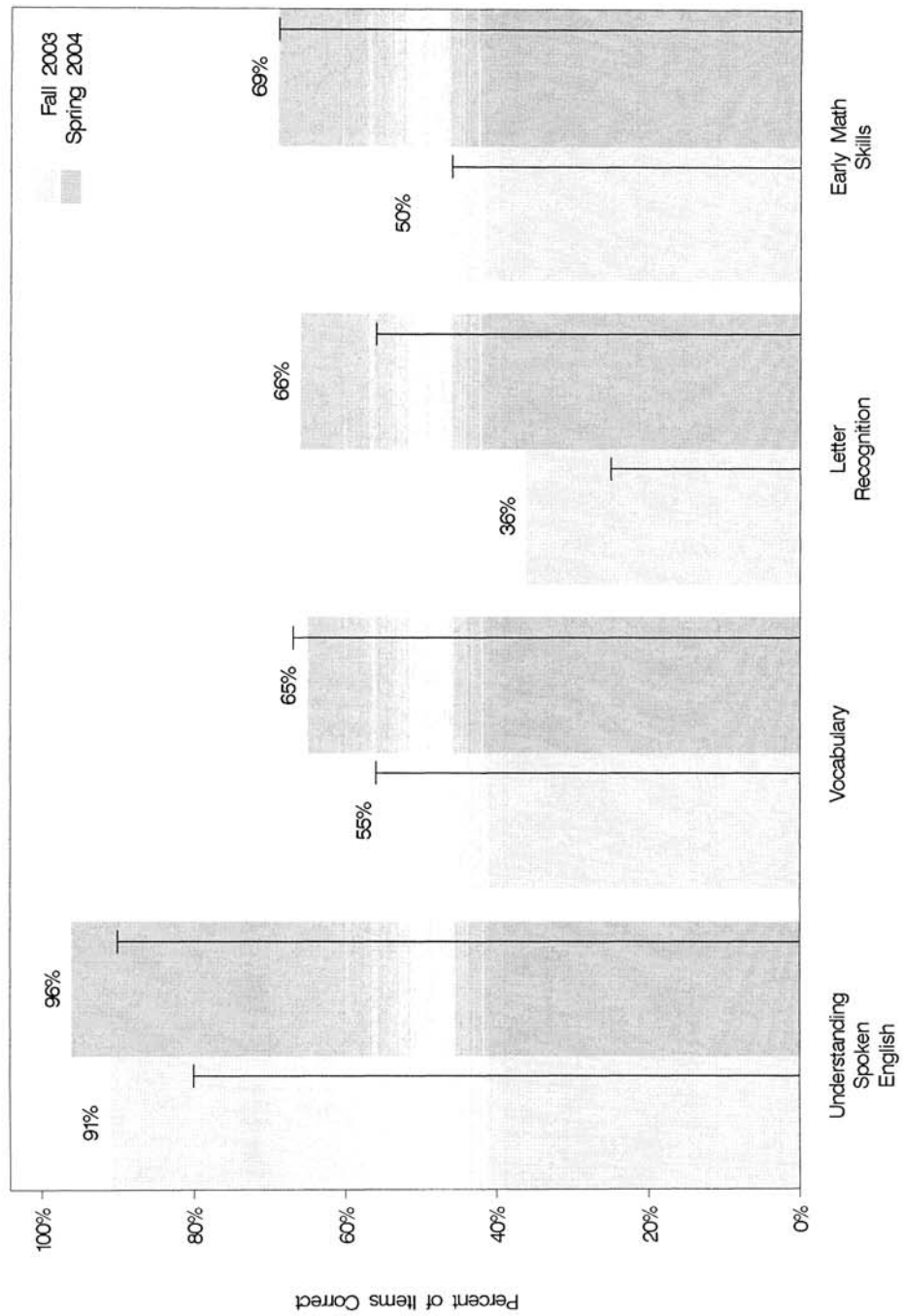
Skill Area	Percent of Children Correct	Number of Children Assessed	LEVEL OF SKILL						Percent of Children Correct	Number of Children Assessed
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6		
Understanding Spoken English	96% (19.1 correct out of 20 items)	6	Does not understand spoken directions at all (0-2 Correct)	Very limited understanding of spoken directions (3-5)	Minimal understanding of spoken directions (6-10)	Moderate comprehension of spoken directions (11-15)	Comprehends directions fairly well (16-18)	Comprehends directions well (19-20)		
			0.0%	0.1%	0.7%	4.6%	28.3%	66.3%		5,089
Vocabulary	65% (15.5 correct out of 24 items)	4	Vocabulary equivalent to 31-month old child or younger	32 to 39 months	40 to 47 months	48 to 55 months	56 to 63 months	64 months and older		
			8.7%	13.3%	20.0%	21.8%	17.4%	18.8%		5,085
Letter Recognition	65% (16.9 correct out of 26 items)	5	Child identifies no letters	Child identifies 1-2 letters	3-9 letters	10-16 letters	17-22 letters	23-26 letters		
			3.8%	6.2%	18.7%	15.5%	17.2%	38.7%		5,083
Early Math Skills	69% (14.5 correct out of 21 items)	5	Child counts 6 (or less) objects	Child counts 7 through 9	Child counts 10 or 11	Child counts 12 through 14	Child counts 15 or 16	Child counts 17 (or more)		
			3.0%	5.4%	11.8%	19.4%	23.6%	36.8%		5,086

HEAD START NATIONAL REPORTING SYSTEM
SPRING 2004 for SC
Skill Levels for Children Assessed in Spanish at the End of the 2003-2004 Program Year

Skill Area	Sample Item	Spanish Proficiency Level	Spanish Proficiency Levels						Total Number of Children Assessed
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	
Understanding Spoken Spanish	76% (15.2 correct out of 20 items)	4	Does not understand spoken directions at all (0-2 Correct)	Very limited understanding of spoken directions (3-5)	Minimal understanding of spoken directions (6-10)	Moderate comprehension of spoken directions (11-15)	Comprehends directions fairly well (16-18)	Comprehends directions well (19-20)	
			2.8%	1.5%	5.7%	41.0%	46.0%	3.0%	56
Spanish Vocabulary	62% (14.8 correct out of 24 items)	4	Vocabulary equivalent to 31-month old child or younger	32 to 39 months	40 to 47 months	48 to 55 months	56 to 63 months	64 months and older	
			2.7%	18.4%	25.4%	21.9%	15.4%	16.2%	53
Spanish Letter Recognition	39% (11.7 correct out of 30 items)	4	Child identifies no letters	Child identifies 1-2 letters	3-9 letters	10-16 letters	17-22 letters	23-30 letters	
			11.3%	11.2%	26.6%	21.3%	10.8%	18.7%	52
Spanish Early Math Skills	59% (12.5 correct out of 21 items)	3	Child counts 6 (or less) objects	Child counts 7 through 9	Child counts 10 or 11	Child counts 12 through 14	Child counts 15 or 16	Child counts to 17 (or more)	
			10.4%	21.2%	24.6%	22.8%	14.5%	6.4%	54

Fall—Spring Growth Charts for SC

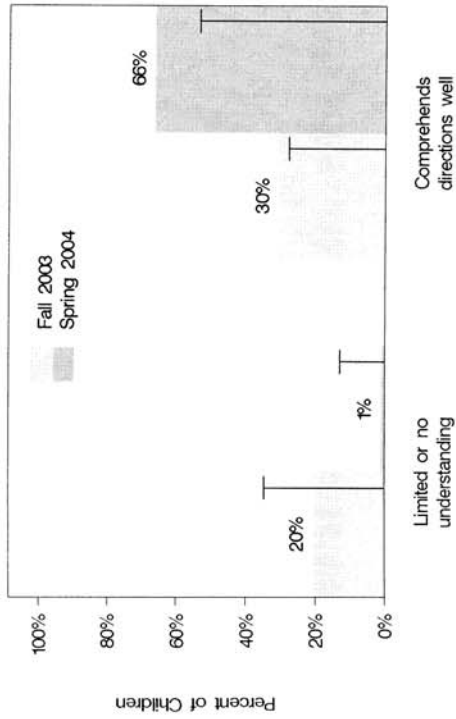
All children assessed in English in your program



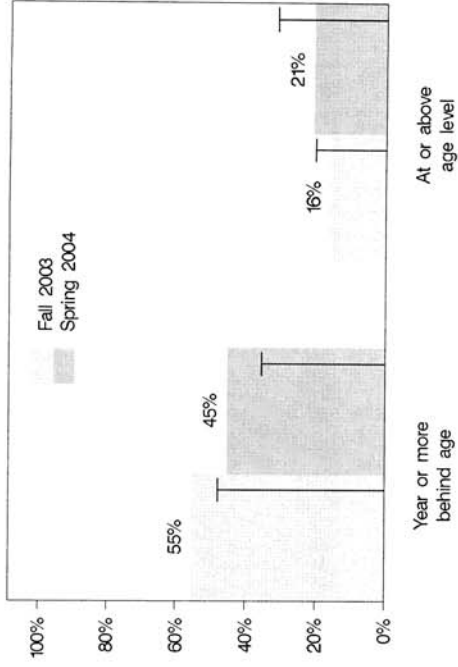
T-bars show national mean percentages of items correct for each skill area.

Skill Level Growth Charts for SC

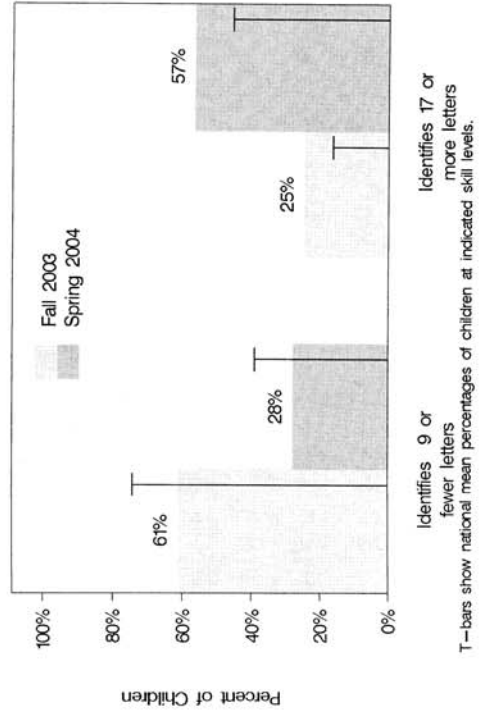
Understanding Spoken English (English Language Learners Only)



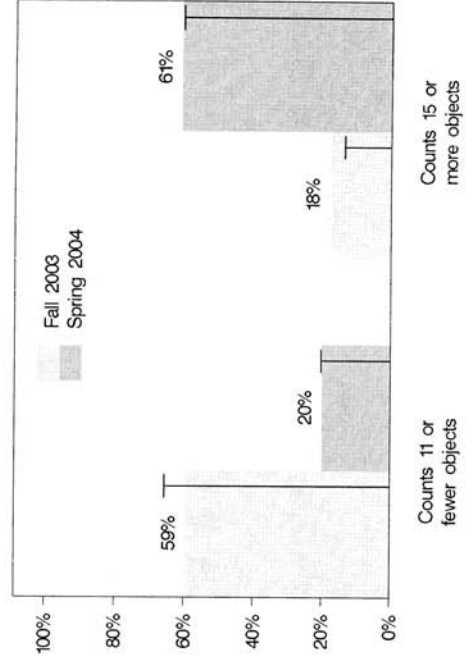
English Language Vocabulary



Letter Recognition (English)



Early Math Skills (English)



Appendix D Enrollment Tables

Table D-1
Estimation of the Number of Free/Reduced Lunch Eligible Students Not Served
All Districts

School District	Estimated Number 4 year-olds in District (Fall 2005)	Percent Free-Reduced Lunch (2004-2005)	Estimated Number Free-Reduced Lunch	Number Free-Reduced Served: Public 4K (2005-2006)	Estimated Number Free-Reduced Served: First Steps Private Program (2005-2006)	Estimated Number Served: DSS ABC Child Care (2005-2006)	Estimated Number Served: Head Start (2005-2006)	Estimated Number Free-Reduced NOT Served (2005-2006)
ABBEVILLE	355	62.03	220	76	0	4	56	84
AIKEN	1923	52.37	1007	529	0	53	182	243
ALLENDALE	186	86.15	160	74	0	13	41	32
ANDERSON 1	647	36.31	235	134	0	30	65	6
ANDERSON 2	295	44.70	132	17	0	16	36	63
ANDERSON 3	209	57.35	120	24	0	15	33	48
ANDERSON 4	216	43.76	95	60	0	12	26	-3
ANDERSON 5	923	47.53	439	100	0	54	117	168
BAMBERG 1	141	60.96	86	20	0	5	33	28
BAMBERG 2	87	93.13	81	41	0	5	31	4
BARNWELL 19	69	84.04	58	33	0	2	13	10
BARNWELL 29	69	69.60	48	25	0	2	11	10
BARNWELL 45	198	57.09	113	62	0	4	26	21
BEAUFORT	1918	48.03	921	413	0	34	166	308
BERKELEY	2173	52.84	1148	392	0	67	292	397
CALHOUN	168	87.00	146	91	0	3	5	47
CHARLESTON	4616	51.16	2362	1070	0	270	499	523
CHEROKEE	711	57.50	409	146	30	37	100	96
CHESTER	466	58.61	273	106	0	26	89	52
CHESTERFIELD	584	63.09	368	169	0	8	151	40
CLARENDON 1	89	87.31	78	39	0	5	29	5
CLARENDON 2	264	76.71	203	74	0	14	76	39
CLARENDON 3	100	56.80	57	29	0	4	21	3
COLLETON	577	73.79	426	203	0	17	119	87
DARLINGTON	919	66.84	614	188	0	40	249	137
DILLON 1	75	78.69	59	25	0	4	17	13
DILLON 2	308	80.27	247	84	0	19	73	71
DILLON 3	133	66.62	89	57	0	7	26	-1

DORCHESTER 2	1134	32.03	363	101	0	59	41	162
DORCHESTER 4	142	74.26	105	80	0	18	12	-5
EDGEFIELD	301	60.03	181	108	0	4	35	34
FAIRFIELD	307	79.58	244	140	0	1	45	58
FLORENCE 1	1249	54.00	674	222	0	62	128	262
FLORENCE 2	101	62.95	64	38	0	6	12	8
FLORENCE 3	330	83.95	277	128	0	25	52	72
FLORENCE 4	91	81.27	74	43	0	7	14	10
FLORENCE 5	127	55.03	70	39	0	6	13	12
GEORGETOWN	756	63.60	481	281	0	28	94	78
GREENVILLE	5490	39.84	2187	862	39	219	291	776
GREENWOOD 50	732	52.01	381	162	0	27	148	44
GREENWOOD 51	95	52.78	50	18	0	3	19	10
GREENWOOD 52	133	43.56	58	29	0	4	22	3
HAMPTON 1	202	64.97	131	127	0	7	25	-28
HAMPTON 2	104	87.58	91	32	0	5	16	38
HORRY	2522	56.34	1421	980	0	123	119	199
JASPER	348	84.90	295	127	0	14	42	112
KERSHAW	732	52.87	387	141	0	2	77	167
LANCASTER	838	50.55	424	120	24	35	68	177
LAURENS 55	522	58.62	306	159	0	14	52	81
LAURENS 56	299	65.43	196	64	0	8	31	93
LEE	272	86.77	236	99	0	15	70	52
LEXINGTON 1	1124	29.66	333	78	0	54	40	161
LEXINGTON 2	519	54.55	283	111	0	47	35	90
LEXINGTON 3	128	58.84	75	54	0	12	9	0
LEXINGTON 4	200	66.96	134	112	0	23	17	-18
LEXINGTON 5	956	22.54	215	63	0	35	26	91
MCCORMICK	91	78.92	72	20	0	1	42	9
MARION 1	273	74.47	203	91	0	17	58	37
MARION 2	175	79.66	139	88	0	12	41	-2
MARION 7	77	92.07	71	50	0	6	21	-6
MARLBORO	393	82.94	326	129	0	12	101	84
NEWBERRY	530	59.60	316	118	0	25	99	74
OCONEE	790	49.73	393	188	0	25	60	120

ORANGEBURG 3	293	87.99	258	151	0	5	48	54
ORANGEBURG 4	365	69.03	252	104	0	5	45	98
ORANGEBURG 5	604	80.96	489	252	0	10	91	136
PICKENS	1346	40.49	545	355	18	35	113	24
RICHLAND 1	2402	62.79	1508	649	8	221	190	440
RICHLAND 2	1936	38.96	754	210	4	106	91	343
SALUDA	266	60.35	161	26	0	6	70	59
SPARTANBURG 1	365	46.09	168	57	0	15	19	77
SPARTANBURG 2	701	41.04	288	123	0	27	32	106
SPARTANBURG 3	243	52.35	127	65	0	12	14	36
SPARTANBURG 4	231	46.63	108	23	0	10	12	63
SPARTANBURG 5	509	40.85	208	77	0	19	23	89
SPARTANBURG 6	761	46.36	353	99	0	32	39	183
SPARTANBURG 7	646	64.15	414	271	0	39	47	57
SUMTER 2	858	69.96	600	224	0	36	141	199
SUMTER 17	831	62.87	522	213	0	32	122	155
UNION	371	61.48	228	122	0	9	78	19
WILLIAMSBURG	533	90.41	482	175	0	17	123	167
YORK 1	353	49.97	176	48	0	28	44	56
YORK 2	368	31.19	115	117	0	18	29	-49
YORK 3	1149	40.00	460	9	0	71	112	268
YORK 4	481	14.71	71	18	0	11	17	25
Total Districts	56114	52.99	29737	12871	123	2495	6057	8191

Note: Plaintiff districts indicated **BOLD**, trial districts indicated **BOLD**

Sources: Department of Health and Environmental Control (birth data); DRSS (Free/Reduced lunch data by district); SDE (public school four-year-old kindergarten data); Head Start; SC Department of Social Services; Office of First Steps to School Readiness

Table D-2
Numbers of Students and Teachers (Full Time Equivalent – FTE)
In Half- and Full-Day 4K Programs, By District
Fall 2005 (2005-2006 School Year)
All Districts

SCHOOL DISTRICT	Number Students Attending Half-Day Programs	Number Students Attending Full-Day Programs	Total Number Students Attending Half- or Full-Day Programs	Reported Number Teacher FTEs for 3K and 4K Programs, Fall 2005
ABBEVILLE	20	70	90	6
AIKEN	343	344	687	20.5
ALLENDALE	0	140	140	6
ANDERSON 1	130	130	260	10.5
ANDERSON 2	77	0	77	2
ANDERSON 3	40	0	40	1
ANDERSON 4	60	20	80	4.5
ANDERSON 5	0	166	166	10.5
BAMBERG 1	29	30	59	2
BAMBERG 2	0	38	38	2
BARNWELL 19	40	0	40	1
BARNWELL 29	20	0	20	1.5
BARNWELL 45	80	0	80	2
BEAUFORT	251	460	711	0
BERKELEY	74	267	341	17
CALHOUN	0	99	99	4
CHARLESTON	291	800	1091	71.5
CHEROKEE	160	161	321	15
CHESTER	154	40	194	1
CHESTERFIELD	228	20	248	6.5
CLARENDON 1	0	40	40	0
CLARENDON 2	0	140	140	5
CLARENDON 3	0	60	60	3
COLLETON	0	280	280	9
DARLINGTON	239	45	284	9
DILLON 1	0	17	17	1
DILLON 2	120	0	120	4
DILLON 3	0	81	81	3
DORCHESTER 2	340	40	380	10
DORCHESTER 4	70	70	140	6
EDGEFIELD	0	120	120	6
FAIRFIELD	0	153	153	15
FLORENCE 1	0	180	180	15
FLORENCE 2	20	20	40	0
FLORENCE 3	0	118	118	8

FLORENCE 4	0	53	53	1
FLORENCE 5	0	60	60	3
GEORGETOWN	343	20	363	10
GREENVILLE	0	960	960	71
GREENWOOD 50	300	0	300	8.5
GREENWOOD 51	35	0	35	1
GREENWOOD 52	49	0	49	1
HAMPTON 1	95	60	155	5.5
HAMPTON 2	0	40	40	2
HORRY	0	1300	1300	61
JASPER	57	140	197	3
KERSHAW	200	20	220	8
LANCASTER	200	0	200	6.8
LAURENS 55	536	0	536	13.6
LAURENS 56	0	80	80	4
LEE	0	95	95	5
LEXINGTON 1	300	0	300	12.5
LEXINGTON 2	263	0	263	7
LEXINGTON 3	37	54	91	3
LEXINGTON 4	172	0	172	7
LEXINGTON 5	0	122	122	6
MCCORMICK	45	0	45	1
MARION 1	80	20	100	5
MARION 2	0	80	80	5
MARION 7	0	50	50	3
MARLBORO	0	196	196	8
NEWBERRY	0	231	231	4
OCONEE	258	40	298	9
ORANGEBURG 3	0	140	140	5
ORANGEBURG 4	27	56	83	3
ORANGEBURG 5	0	191	191	14
PICKENS	446	38	484	8.5
RICHLAND 1	0	520	520	43.5
RICHLAND 2	0	100	100	24
SALUDA	39	0	39	5
SPARTANBURG 1	149	0	149	3.5
SPARTANBURG 2	276	0	276	7
SPARTANBURG 3	80	20	100	3

SPARTANBURG 4	67	0	67	2
SPARTANBURG 5	153	0	153	4
SPARTANBURG 6	100	0	100	6
SPARTANBURG 7	0	280	280	15
SUMTER 2	302	0	302	7.5
SUMTER 17	266	0	266	9
UNION	116	0	116	4
WILLIAMSBURG	20	180	200	9
YORK 1	80	80	160	4
YORK 2	40	240	280	15
YORK 3	176	20	196	7.5
YORK 4	40	0	40	2
Total Districts	8133	9635	17768	754.9

Note: Plaintiff districts indicated **BOLD**, trial districts indicated **BOLD**

Sources: SDE Early Childhood Assets Study, Fall 2005; Number teacher FTEs provided by SDE from school databases

Appendix E
Early Childhood Expenditures by District
FY 2004-05

District	Local ⁽¹⁾	State (not EIA) ⁽²⁾	State - EIA ⁽³⁾	Title I ⁽⁴⁾	All Other Federal ⁽⁵⁾	Total Early Childhood Expenditures	2005 Total Enrolled in 4-yr Programs	Expenditures per 4-Yr
Barnwell 45	-	-	2,132.75	-		\$2,132.75	80	\$27
Florence 02	-	-	971.73	-		\$971.73	36	\$27
Bamberg 02	-	-	6,006.75	-		\$6,006.75	57	\$105
Spartanburg 01	-	-	105,566.23	-		\$105,566.23	144	\$733
Barnwell 29	8,621.47	-	33,339.18	-		\$41,960.65	37	\$1,134
Charleston	-	-	1,608,488.42	-		\$1,608,488.42	1288	\$1,249
Anderson 03	11,314.60	-	72,133.74	-		\$83,448.34	66	\$1,264
Union	25,985.81	-	194,863.79	-		\$220,849.60	163	\$1,355
Abbeville	8,890.01	-	153,723.12	-		\$162,613.13	117	\$1,390
Jasper	-	68,340.59	129,876.26	-		\$198,216.85	136	\$1,457
Spartanburg 04	35,627.68	-	89,736.16	-		\$125,363.84	86	\$1,458
Hampton 01	245,340.67	-	2,401.36	-		\$247,742.03	166	\$1,492
Anderson 02	-	-	122,259.42	-		\$122,259.42	81	\$1,509
Greenwood 50	24,372.00	-	338,524.36	56,721.58	14,290.00	\$433,907.94	277	\$1,566
York 03	-	-	531,153.00	-		\$531,153.00	334	\$1,590
York 04	2,336.90	-	80,993.48	-		\$83,330.38	51	\$1,634

Clarendon 01	-	-	46,612.64	14,397.62		\$61,010.26	37	\$1,649
Sumter 17	104,515.78	-	421,566.35	-		\$526,082.13	305	\$1,725
Cherokee	696.68	-	476,784.17	-		\$477,480.85	268	\$1,782
Lexington 03	67,097.91	10,036.43	94,534.72	-		\$171,669.06	94	\$1,826
Dillon 02	17,591.00	-	225,769.12	-		\$243,360.12	133	\$1,830
Spartanburg 06	115,989.29	-	158,483.18	-		\$274,472.47	149	\$1,842
Lexington 01	91,977.04	-	596,304.40	-		\$688,281.44	368	\$1,870
Greenwood 52	-	-	79,342.96	-		\$79,342.96	42	\$1,889
Chester	38,911.24	35,247.61	266,408.40	-		\$340,567.25	167	\$2,039
Barnwell 19	4,949.39	-	74,792.40	-		\$79,741.79	39	\$2,045
Beaufort	653,820.49	-	309,296.75	322,034.97		\$1,285,152.21	625	\$2,056
Spartanburg 02	18,972.23	-	269,889.33	120,664.16		\$409,525.72	197	\$2,079
Sumter 02	118,427.55	-	452,634.30	178.60		\$571,240.45	272	\$2,100
Lancaster	44,395.21	-	409,512.74	-		\$453,907.95	216	\$2,101
Dorchester 02	60,986.44	82,666.51	685,580.05	-		\$829,233.00	390	\$2,126
Greenwood 51	36,606.00	-	39,799.23	617.00		\$77,022.23	36	\$2,140
Kershaw	77,887.85	-	371,396.58	41,333.64		\$490,618.07	228	\$2,152
Georgetown	402,370.19	-	340,151.98	114,147.55		\$856,669.72	391	\$2,191
Lexington 02	253,132.60	-	329,091.92	-		\$582,224.52	263	\$2,214
Berkeley	207,520.07	147,354.87	972,319.39	60,678.83		\$1,387,873.16	594	\$2,336
Pickens	98,348.17	121,400.00	477,120.24	-		\$696,868.41	298	\$2,338

Saluda	-	-	92,130.76	-		\$92,130.76	39	\$2,362
Orangeburg 03	136,927.98	-	274,058.13	-		\$410,986.11	173	\$2,376
Spartanburg 03	8,114.46	-	106,727.83	113,044.76		\$227,887.05	94	\$2,424
Aiken	202,120.87	255,541.38	968,752.64	159,355.20	133,153.48	\$1,718,923.57	704	\$2,442
Edgefield	78,723.11	12,429.23	179,779.75	-	41,692.32	\$312,624.41	126	\$2,481
York 01	69,507.31	25,000.00	177,838.84	154,589.28		\$426,935.43	167	\$2,556
Lee	103,768.06	-	135,902.62	-		\$239,670.68	93	\$2,577
Chesterfield	50,016.82	-	391,818.00	926.47	249,128.34	\$691,889.63	256	\$2,703
Spartanburg 05	208,808.09	45,430.83	134,096.44	-	108,297.38	\$496,632.74	178	\$2,790
Anderson 01	59,828.79	73,586.00	239,746.49	172,458.57	108,178.62	\$653,798.47	228	\$2,868
Clarendon 03	131,755.33	-	43,501.19	-		\$175,256.52	59	\$2,970
Laurens 56	14,183.00	75,000.00	169,644.33	-		\$258,827.33	87	\$2,975
Lexington 04	34,339.31	35,155.90	132,998.78	236,674.84	32,503.94	\$471,672.77	156	\$3,024
Lexington 05	176,288.83	-	203,415.94	-		\$379,704.77	125	\$3,038
York 02	534,844.02	52,912.06	136,914.24	-	119,021.12	\$843,691.44	277	\$3,046
Colleton	251,075.81	56,241.95	383,716.90	149,861.90		\$840,896.56	273	\$3,080
Dorchester 04	143,226.49	44,247.17	133,542.51	-		\$321,016.17	104	\$3,087
Dillon 03	62,865.00	-	49,975.21	-	85,091.96	\$197,932.17	62	\$3,192
Florence 01	192,374.00	-	451,176.35	200,459.00		\$844,009.35	254	\$3,323
Marion 02	34,986.99	-	191,035.60	97,498.10		\$323,520.69	96	\$3,370

Laurens 55	464,191.96	76,604.58	302,643.23	99,734.29		\$943,174.06	278	\$3,393
Allendale	39,233.79	-	100,927.52	137,443.57	1,521.25	\$279,126.13	80	\$3,489
Dillon 01	176.01	2,584.78	37,771.16	29,679.93		\$70,211.88	20	\$3,511
Florence 04	7,577.70	-	66,957.34	48,343.63	98,878.08	\$221,756.75	62	\$3,577
Florence 03	8.00	-	194,004.02	165,279.42	69,318.31	\$428,609.75	119	\$3,602
Richland 02	11,837.11	17,576.61	415,552.58	645,430.95		\$1,090,397.25	301	\$3,623
Orangeburg 04	91,210.22	-	228,036.33	-		\$319,246.55	84	\$3,801
Richland 01	539,304.10	39,254.84	1,192,498.41	1,058,728.89		\$2,829,786.24	743	\$3,809
Oconee	89,132.10	90,339.58	504,859.56	-	506,598.55	\$1,190,929.79	310	\$3,842
Bamberg 01	240,525.03	-	45,662.28	-		\$286,187.31	74	\$3,867
Hampton 02	24.57	-	87,767.32	57,659.14		\$145,451.03	37	\$3,931
Newberry	221,180.55	-	198,760.44	177,944.94		\$597,885.93	151	\$3,960
Calhoun	285,411.39	60,221.38	95,056.14	-		\$440,688.91	108	\$4,080
Clarendon 02	50,263.38	120,153.13	115,652.83	-	161,214.69	\$447,284.03	108	\$4,142
Horry	1,518,485.74	39,254.84	1,379,212.43	1,317,470.97		\$4,254,423.98	1013	\$4,200
Williamsburg	147,237.64	146,483.44	376,444.40	31,892.96		\$702,058.44	166	\$4,229
McCormick	48,066.47	-	58,450.11	-		\$106,516.58	25	\$4,261
Greenville	846,910.00	394,054.84	2,295,684.30	1,621,994.00	117,444.32	\$5,276,087.46	1229	\$4,293
Orangeburg 05	629,166.51	76,000.00	362,432.34	216,475.80	12,835.81	\$1,296,910.46	286	\$4,535
Anderson 04	79,527.06	68,966.00	113,500.08	36,697.56	147,743.86	\$446,434.56	94	\$4,749
Spartanburg 07	3,143.72	-	492,231.89	333,818.41	383,299.90	\$1,212,493.92	255	\$4,755

Marlboro	343,020.50	47,994.39	216,911.20	-	257,408.64	\$865,334.73	156	\$5,547
Fairfield	835,954.48	16,065.62	181,228.91	-	625.00	\$1,033,874.01	184	\$5,619
Anderson 05	53,594.36	74,844.03	434,125.73	68,746.41	200,686.49	\$831,997.02	139	\$5,986
<i>Marion 07</i>	305.15	670.35	69,522.17	85,915.69	141,925.68	\$298,339.04	49	\$6,089
Florence 05	53,347.47	19,087.06	50,317.74	55,014.52	243,196.35	\$ 420,963.14	61	\$6,901
Marion 01	16,056.45	-	140,866.28	-	605,055.91	\$761,978.64	107	\$7,121
Darlington	-	-	505,336.24	-		\$505,336.24	6	\$84,223
	<u>\$11,885,330.00</u>	<u>\$2,430,746.00</u>	<u>\$25,426,613.38</u>	<u>\$8,203,913.15</u>	<u>\$3,839,110.00</u>	<u>\$51,785,712.53</u>	18,027.0	\$2,873

Plaintiff Districts noted in bold print.

Trial Districts noted in bold italicized print.

⁽¹⁾ Includes District General Fund Expenditures

⁽²⁾ Includes district expenditures for First Steps & Lottery

⁽³⁾ Includes district expenditures of \$22,320,903 in the EIA Early Childhood Program

⁽⁴⁾ Federal expenditures

⁽⁵⁾ Excludes federal funds for IDEA and Preschool Handicapped

Source: Information provided by SDE with per pupil expenditures calculated by EOC.

Appendix F

Income Eligibility Guidelines for

Free- and Reduced-Price Lunch Program, 2005-06

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INCOME ELIGIBILITY GUIDELINES												
HOUSEHOLD SIZE		FEDERAL POVERTY GUIDELINES		Effective from July 1, 2005 to June 30, 2006								
				REDUCED PRICE MEALS - 185 %				FREE MEALS - 130 %				
		ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY	
48 CONTIGUOUS STATES, DISTRICT OF COLUMBIA, GUAM, AND TERRITORIES												
1	9,570		17,705	1,476	738	681	12,441	1,037	519	479	240
2	12,830		23,736	1,978	989	913	16,679	1,390	695	642	321
3	16,090		29,767	2,481	1,241	1,145	20,917	1,744	872	805	403
4	19,350		35,798	2,984	1,492	1,377	25,155	2,087	1,049	968	484
5	22,610		41,829	3,486	1,743	1,609	29,393	2,450	1,225	1,131	566
6	25,870		47,860	3,989	1,995	1,841	33,631	2,803	1,402	1,294	647
7	29,130		53,891	4,491	2,246	2,073	37,869	3,156	1,578	1,457	729
8	32,390		59,922	4,994	2,497	2,305	42,107	3,509	1,755	1,620	810
For each add'l family member, add		3,260		6,031	503	252	232	4,238	354	177	163	82
ALASKA												
1	11,950		22,108	1,843	922	851	15,535	1,295	648	598	299
2	16,030		29,656	2,472	1,236	1,141	20,839	1,737	869	802	401
3	20,110		37,204	3,101	1,551	1,431	26,143	2,179	1,090	1,006	503
4	24,190		44,752	3,730	1,865	1,722	31,447	2,621	1,311	1,210	605
5	28,270		52,300	4,359	2,180	2,012	36,751	3,063	1,532	1,414	707
6	32,350		59,848	4,988	2,494	2,302	42,055	3,505	1,753	1,618	809
7	36,430		67,396	5,617	2,809	2,593	47,359	3,947	1,974	1,822	911
8	40,510		74,944	6,246	3,123	2,883	52,663	4,389	2,195	2,026	1,013
For each add'l family member, add		4,080		7,548	629	315	291	5,304	442	221	204	102
HAWAII												
1	11,010		20,369	1,698	849	784	14,313	1,193	597	551	276
2	14,760		27,356	2,276	1,138	1,051	19,188	1,599	800	738	369
3	18,510		34,244	2,854	1,427	1,318	24,063	2,006	1,003	926	463
4	22,260		41,181	3,432	1,716	1,584	28,938	2,412	1,206	1,113	557
5	26,010		48,119	4,010	2,005	1,851	33,813	2,818	1,409	1,301	651
6	29,760		55,056	4,588	2,294	2,118	38,688	3,224	1,612	1,488	744
7	33,510		61,994	5,167	2,584	2,385	43,563	3,631	1,816	1,676	838
8	37,260		68,931	5,745	2,873	2,652	48,438	4,037	2,019	1,863	932
For each add'l family member, add		3,750		6,938	579	290	267	4,875	407	204	188	94